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RESOLUTIONS

OF THE

CONFERENCE ON THE MANAGEMENT

OF

HIGH ENGLISH SCHOOLS

IN THE

EASTERN BENGAL CIRCLE.

Held at Dacca in May 1891.

WITH EXPLANATORY NOTES

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SECTION I.—*Arrangement of Classes.*

1. There should be, in a High school, eight classes, *i.e.* gradations of standard from the alphabet to the course for the Entrance examination; the eighth or the lowest class being of the nature of an infant class for very young pupils, in which instruction is to be imparted, chiefly in the vernacular language, and in arithmetic up to only the simple rules through that language, with the English alphabet and spelling taught for a short time each day. The system of instruction in this class should be, as far as possible, suited to the capacities and requirements of very young pupils.

2. Boys should be so taught that they may not ordinarily have to remain more than one year in each class. Promotions may be given, within the session, from any class below the 4th to the next higher class to particularly meritorious boys among those that have read the middle examination course.

3. In High schools the system of instruction should be that of explanation, individual examination, and correction of exercises, and not the lecturing system. The lower a class is, the more closely should this principle be observed. The number of pupils in a class should therefore be smaller as the class is lower in the scale. The present practice is generally the reverse of this. The following are the proper and the maximum numbers for each of the classes:—

			Proper number.	Maximum number.
First	Class	...	35	50
Second	,,	...	35	50
Third	,,	...	30	40
Fourth	,,	...	30	40
Fifth	,,	...	25	35
Sixth	,,	...	25	35
Seventh	,,	...	25	35

4. As soon as the maximum number is exceeded in a class, it is to be divided into two sections, the studies in both of which should be the same, both being taught, as far as possible, by the same teachers. The good and the backward boys of the class should be equally divided between the two sections.

5. The eighth class will ordinarily consist of boys in different stages of progress; it will consequently have to be divided into different sections. If the number of pupils in this class be too large to be managed by one teacher, one or more additional teachers ought to be allotted to it. Attempts should be made, by carefully attending to the deficiencies of such of the pupils of this class as may not be too young for promotion, to bring them up to the standard of the first section, from which alone promotion is to be given to the 7th class.

Explanatory Notes.

1. Some 20 or 25 years ago nearly all the High schools in the Eastern Circle had only about six classes, and pupils used ordinarily to pass the Entrance (originally called the junior scholarship) examination after reading for about six years. Since then the number of classes has risen to 9 or 10. This increase has been due partly to Head Masters having allowed over-grown classes, especially the lower ones, to be split into sections, without taking care to bring up such sections to the same standard; and partly to an impression, which has grown up of late years, that a longer period of study than what sufficed before is necessary to bring up pupils to the standard of the Entrance examination in English.

2. This multiplication of classes is, however, productive of many disadvantages. It has necessarily led to the employment of a larger number of teachers than before, and consequently to an increase of expenditure, or the payment of inadequate salaries. In the case of many pupils the lengthening of the period of study throws serious obstacles in the way of their going through a complete course of University education. Most parents, in their anxiety to see their sons begin the University course as early as possible, send them to school while they are still too young for the system of training in vogue, and while they are liable to be greatly injured in health, both of body and mind, by attendance in a school.

3. The impression as to the present long period of study being necessary for instruction in English does not seem to be well founded, for the Entrance examination course in English is not higher than what used to be fixed for the old junior scholarship examination, and there is no reason to think that the classes of pupils who now come to Entrance schools are of an inferior type to those who competed for junior scholarships before; except it be that the fact of their being sent to school too early places them under a great disadvantage as regards an intelligent study of English.

4. It is upon these considerations that it is proposed to reduce the number of classes in High schools. The original proposal was to limit the course to seven years, but the majority in the Conference decided that in order to meet those cases in which boys are sent to school too early (the minimum age for the 7th class being fixed at seven years by Resolution No. 6) an 8th class should also be added in which pupils of a lower age than seven years are to be kept so long as they do not come up to the minimum age for the 7th class; also that the subjects and methods of study in this class should be made suitable to such young pupils as much as possible.

5. It is, however, desirable that the above Resolution should not be held to preclude those head-masters who do not share the opinion mentioned above, as to the length of time necessary for instruction in English up to the Entrance standard, from trying the experiment of having only seven classes, including the infant class, and thus showing whether the reform introduced by the above Resolution cannot be carried further than it was deemed expedient at the Conference to recommend for general adoption.

6. *Resolution* 3 —The very large increase, in recent years, of the number of students attending High schools, and the establishment of a large number of private institutions of the class with very little income of any other kind than schooling fees, have resulted in the very great evil of having too many students in each of the classes, especially in the lower ones. It is not at all unusual to find some 50 or 60 pupils crowded together in one class. Any attempt to follow the system of individual instruction is out of the question in such circumstances, whereas in every class in a High school, except, it may be, in the case of some of the subjects in the first class, it is necessary that the teacher should as much as possible examine each pupil individually, correct his exercises, and explain the particular difficulties felt by him.

7. The result of having too many boys in a class is that the teacher can, and does, attend to only a few of the most forward boys, while the backward ones, who constitute the majority, are very much neglected. This is one of the principal causes of the extremely small proportion of boys who go successfully out of Entrance schools as compared with those who take admission and read in them. Hence arises the necessity for restricting the number of boys to be taught together in separate classes. The younger a pupil is, the more attention he requires on the part of the teacher; hence the great importance of the principle that the lower a class is, the smaller should be the number of pupils to be taught in it. The observance of these principles will no doubt entail a higher expenditure, but schools which fail to provide for such expenditure should be considered to be inefficient institutions, as they really are.

8. *Resolution* 4.—A different method for the division of classes into sections, which was proposed, and strongly supported by an influential minority at the Conference, was to have all the good boys in one section and the backward boys in the other. The advantage of this method is that a class of good boys may be carried up to a much higher standard of proficiency by means of additional special exercises and the study of extra books bearing upon the subjects of study in the class, than if the class were hampered by the presence of backward boys. The disadvantage is that the section of backward boys would not have the advantage of the stimulus and assistance expected from the presence of good boys among them, the result being that very few among them would be found fit for promotion to the next higher class, and capable of going on with boys coming to that class from the section of good boys.

9. In other words, the difference between the good and backward boys is very much exaggerated under the above system, so that at the end of the year the boys of the backward section would either have to be kept for an additional year studying the same subjects again, or would constitute an intermediate class by themselves, and thus lead to the multiplication of gradations of standard. This latter system is favourable to the attainment of brilliant results at the examinations on the part of a small number of boys; while the system recommended in the Resolution is favourable to the attainment of good results of a middling character by most of the boys in a class. This system was considered to be preferable by the majority of head-masters assembled.

SECTION II.—*Age of Admission.*

6. No boy is to be admitted into, or promoted to, the 7th class who does not appear, in the head-master's opinion, to have been seven years of age on his last birthday. In each of the higher classes also a minimum age limit is to be observed in accordance with that fixed for the 7th class If any boy less than six years of age is admitted into the 8th class, he should be kept in that class until he reaches the minimum age for the 7th class.

7. The maximum age for admission into any class is to be in accordance with the Circular of the Director of Public Instruction, No. 54, dated the 3rd May 1889, which runs as follows:—"No boy who has attained the age of 14 years should be admitted to any class of a Government High school below the 4th, without the special sanction of the Inspector or the Principal, as the case may be." Exceptions may be made by head masters in the case of middle scholarship holders without reference to superior authorities. Elderly students of certified good character and other merit may also be admitted with the sanction of superior authorities. Such big boys are to sit apart from the younger boys, and for them there is to be no change of places.

Explanatory Notes.

1. The systems of training for very young children and for grown-up boys are necessarily very different. In the case of the former, efforts have principally to be directed, not so much to the imparting

of knowledge as to the training of the senses, cultivation of habits of observation, and training of the bodily powers, such as firmness and accuracy of locomotion and manipulation, accuracy of aim, judgment of distances and so on. In our schools, however, the imparting of knowledge is the only or principal aim; the proper method of training very young children is seldom tried.

2. Hence when boys of younger age than seven or eight years are sent to our schools, they are sought to be instructed in the elements of arithmetic and in language according to the methods which are suitable only for grown-up boys. Such training does them very little good; on the contrary, remaining confined in the same postures in crowded class-rooms for long periods produces a very bad effect upon their health, upon the interest they should feel for the work of the school, and upon the healthy growth of their bodies and the natural training of their muscles, senses, and powers of observation, such as they might have had if not so confined. More injury is therefore done to too young pupils by being sent to our schools than if they had gone to no school, but ran and played about in the open air at home.

3. Another evil effect of very young boys being sent to school is that they are more susceptible of catching mischievous tricks and bad language from bad boys, than if they came to school with their habits and speech a little more settled than is possible in the case of children of less than seven or eight years.

4. The minimum age limit of seven years has, upon these considerations, been adopted for admission into the 7th class, which may be considered as the beginning of the High school proper.

5. In many cases, however, men of well-to-do circumstances are very desirous to have some sort of preliminary training for their boys from the age of five or six. The 8th class is intended for such very young pupils, and it is also intended that the training in that class should be, as much as may be possible with the present teachers, suitable for such pupils.

6. The minimum age in other classes follows from that in the 7th class. The departmental rule as to the maximum age of 14 years in the 4th class determimes the maximum for the other classes, except the first, in which it may not be possible always to adhere to a maximum age limit. In respect of the lower classes also, the head-master should exercise his discretion in the case of boys who may be a little above the maximum limit of age, but who may be quite fit for admission on other grounds.

SECTION III.—*School Hours.*

8. In order to avoid the evil consequences of long-continued mental application, as also to afford opportunities to boys for being engaged in physical exercises under the superintendence of the teachers, the school hours ought to be divided into periods of study and recreation in the following manner:—

From 10-30 to 1-30 — three hours' study.
" 1-30 to 2-30 — one hour for recreation and physical exercise.
" 2-30 to 4 — two periods of 45 minutes each, study.

The reduction in the period of school work from 5 to 4½ hours (excluding the recreation hour) is intended to meet those cases where owing to local peculiarities there may be difficulty in holding school for six hours. Where no such difficulty is felt, there ought to be the full period of six hours, either from 10 to 4, or from 10-30 to 4-30.

9. The lowest class should have recreation for an additional half-hour at about the middle of the first three hours of study, either section by section, or the whole class at the same time, at the discretion of the head-master.

10. The hours of opening and closing may vary according to the season and to local peculiarities.

11. During the break, the teachers and the boys are not to leave the school compound, and during the hours of study pupils should be allowed to go out as little as possible.

12. The head-master and other masters ought to try to impress upon the guardians of the pupils the necessity of their boys being provided with luncheon during the recreation hour.

13. The head-master should try to make such arrangements as may enable those pupils, for whom luncheon may not be sent from home, to buy wholesome and cheap articles of food at the school during the recreation hour. Arrangements should be made to provide good drinking water and also separate places where Hindus and Mahomedans may take luncheon.

14. Articles of food, which may be brought to the school by vendors, should be inspected by the teachers at intervals. Boys should be dissuaded from taking sweetmeats only. Good *chapatis* or *rotis* or other kinds of bread, or soaked gram, etc., should be recommended.

Explanatory Notes.

1. Some difficulty is felt in every district or subdivisional head-quarter in beginning the school at 10, because the courts and offices generally sit at 11 o'clock. The same difficulty is felt in villages on account of the lateness of the daily market hours. At the same time the school cannot be kept sitting later than 4 o'clock if the convenience of boys who come from a distance, as many do from even two or three miles, were to be looked to. Whether in any place these difficulties may not be avoided by insisting upon attendance at 10 o'clock, or the school may be kept till a late hour on account of there being only a small number of boys coming from a distance, must entirely depend upon the discretion of the head-master. Hence the question whether the school hours are to be 5½ or 6 has been virtually left in the resolution to the decision of the head-master. Many head-masters will probably feel at the beginning some difficulty in

making his school sit for the longer period; but there is no doubt that after pupils and teachers get used, for some time, to come early or go late, the longer period may be adopted as the general rule. (*Vide* further remarks on the subject in paragraphs 11 to 15 of the explanatory notes under section IV.)

2. The Resolution as to the desirability of teachers and boys not leaving the school during the recreation hour is considered necessary in order that the benefit expected from the association of teachers and pupils at the time of recreation may be fully secured. Such association is calculated to afford special facilities for the teachers to find out the peculiarities of character and conduct of the pupils, and to adopt such disciplinary measures, or special moral training, as may be found necessary in particular cases.

3. *Resolution* 12.—Even though boys do not, in many cases, take luncheon during the middle of the day at home, where they have no specially hard or continued work to do, still when they have to undergo continued mental application for three hours at school, it is desirable that they should not undergo the fatigue of the physical exercises and of the subsequent 1½ or 2 hours of study with an empty stomach. With some thing by way of luncheon, the fatigue from physical exercises, and the exposure to sun and wind, or it may be, also to rain, are likely to produce very little bad effect, and the subsequent hours of study are likely to be of much greater advantage than otherwise.

SECTION IV.—*Physical Exercise.*

15. The system of physical exercises recommended for adoption is the one lately sanctioned by the Director of Public Instruction for the Government zillah schools in Eastern Bengal. The main features of the system are:—*first*, the encouragement of selected country games, to which may be added swimming; of cricket and foot-ball; of the exercises of running, jumping, vaulting, and throwing; and of drill and dumb-bell exercises and of simple movements of the trunk and limbs at word of command; the exercises on the parallel bar, horizontal bar, &c., being adopted in addition to the above where the local taste may favour that form of exercise; *second*, the holding of annual or periodical meetings for the purpose of competition, and the award of prizes for skill in the different exercises, whether within each school itself or between school and school; *third*, the allotment of an hour during the middle of the day (*vide* resolutions on school hours, Section III) for the holding of physical exercises by the boys in the presence of the teachers.

16. During the break in the school hours, the pupils are to be encouraged to engage in open air sports. The head-master, or some other teacher deputed by him, should remain present to assist the boys in organizing the sports, and to decide disputes.

17. The sports are to be held throughout the year except on days which may be particularly unfit for the purpose on account of excessive sunshine or rain.

18. Even when open air exercise is not practicable on account of very unfavourable weather, boys ought to be allowed recreation during the usual hour. If on account of any particular reason recreation cannot be given on any day, the school may be dismissed an hour earlier. Such occasions, however, ought to be very rare.

19. In the case of schools which may not have large and shady trees in the compound, it is desirable that attempts should be made to provide them with covered play-grounds.

20. On days particularly suitable for open air exercises, the head-master may, at his discretion, organize games and sports, or keep the pupils otherwise engaged in physical exercise during the hours of study also.

21. An annual examination in games, &c., should be held in each school, and prizes given after the annual examination of the classes in the cold weather. Attempts should be made to collect subscriptions in order to supplement the Government grants, if any, for prizes and for apparatus.

22. It should be the endeavour of the head-master to enlist the co-operation of the general public, specially the controlling Government officials and the rich people of the locality, in the encouragement of physical exercise among school-boys, by inviting them to be present at the annual examination or on days specially set apart for games, and to offer prizes.

23. In the case of schools which may not have sufficiently large compounds to serve as play-grounds, efforts should be made by the head-masters to secure play-grounds even at some distance from the schools, either by permission of the owners of such open spaces as may be available, or by renting them for the purpose.

24. It should be the duty of all assistant teachers to aid the head-master in carrying out these directions in regard to physical exercise, and to personally interest themselves in the games and exercises in which the pupils may be engaged, and to encourage them by their own example.

Explanatory Notes.

1. The principal feature of the system alluded to in the above Resolutions is the greater importance attached to country and European games in preference to what is specially called gymnastic exercises, viz., exercises on the horizontal bar, parallel bar, &c. These latter exercises were introduced into some of the schools in the Eastern Circle some years ago, and a great deal of encouragement was held out with a view to make them popular with the students in general. But though some of those who learnt these exercises acquired considerable proficiency in them, still, even in the most favourable cases, such as that of the Dacca College, only a small proportion of the pupils engage in them, and the desired object of making physical exercise popular with the students of our schools is not fully secured.

2. There are certain reasons on account of which it is doubtful whether exercises of this class are really calculated to fulfil the object in view; and whether all or most of our boys can be made to engage in them without making them compulsory, which will not certainly make them attractive and will defeat the very object intended to be secured. These exercises require violent and spasmodic action of limited sets of muscles instead of stimulating an equable circulation and a healthy glow over the whole system, and are therefore unsuited and distasteful to pupils already suffering, more or less, from the evil effects of exclusive mental application. The acrobatic nature of these exercises, which imparts to them the character of a "tamashá" or show, the existence of an element of danger in them, and the necessity for providing instruments and instructors at some cost, also make them unpopular. Hence it is generally felt in the Eastern Circle that further efforts towards the more general introduction of these particular exercises in schools are not likely to prove successful.

3. The essential character required in physical exercises intended for boys, in order that they may help the growth and strengthening of the body, and counteract the evil effects of exclusive mental application, are that they should afford mild and intermittent exercise, for sufficiently long periods, of all the principal muscles of the body instead of only limited sets of them; also that they should be engaged in with eagerness and pleasure and not be of the nature of task work. These conditions are very well satisfied by "games," such as cricket, foot-ball, and many of the principal country games, which are very largely engaged in voluntarily by the pupils of most schools. These games have the great advantage of training pupils to the very useful and necessary bodily accomplishments of running, jumping, pelting or striking with good aim; and also in quickness of observation and of muscular action and in holding the breath. They have the further advantage of training the boys to act in concert with others, to play a part assigned to one for the furtherance of a common object, and to obey commands with promptitude.

4. The simple exercises of running, jumping, vaulting with a bar, pelting or throwing weights at objects placed at varying distances are also very suitable for adoption along with the games mentioned above, specially in the case of little boys. For these exercises no apparatus worth the name is required, and if the teachers remain present when the boys are at play to give necessary directions and to settle disputes, no special *gymnastic* master will be needed.

5. These games and exercises have, for the reasons stated, been considered at the Conference as being preferable to, or more deserving of encouragement than, exercises on the horizontal bar, parallel bar, &c.

6. It has also been thought desirable to recommend dumb-bell exercise and drill, which, together with some system (similar to the German system of Dr. Ling) of movements of the trunk and limbs, symmetrical for both the right and left sides, are calculated not only to remove the objection that is sometimes urged against games, viz., that they favour the development only of the lower limbs and of those of the right side, but also to provide some uniform compulsory exercise for all pupils, including those to whom even the games and other exercises mentioned above may not prove attractive. These exercises will, however, require special teachers, but one such teacher may attend several schools by rotation, until some teachers in those schools may learn the exercises sufficiently to teach them to the pupils. The cost of employing such teachers will therefore not be so high as to prevent school managers, who may understand their importance, from incurring the necessary outlay.

7. Of the different forms of physical exercise mentioned above, running and jumping and the simple kinds of country games would be suitable for little boys in the lowest classes of High English schools, corresponding in age with pupils of primary schools. Jumping, vaulting and the more complicated kinds of country games would be suitable for boys of the 5th, 4th and 3rd classes, corresponding in age with the pupils of middle schools; and the complicated country games, cricket and foot-ball, would be suitable for the higher classes of High English schools. Simple movements at word of command, dumb-bell exercise and drill, may, when special teachers can be appointed to give instruction in them, be adopted for all pupils, except those of the lowest classes, divided into batches of nearly equal height.

8. The next important feature of the system recorded in the Resolutions is the holding of annual examinations in proficiency in physical exercises. If sufficient money to be given in prizes can be raised at those district head-quarters where candidates assemble for the Entrance examination, the best time for holding the annual meeting would be immediately after the Entrance examination is over, and it may be held, if possible, under the same superintendence. Similar examinations may be held, when games and exercises are systematically adopted in the more important middle class schools, at district or sub-divisional head-quarters and other centres for middle class examinations, to which meetings boys from the corresponding classes of High English schools in the neighbourhood may also be sent to compete.

9. But independently of these general competitions at examination centres, there ought to be an annual meeting for each Entrance school (and also for schools of other classes where systematic physical training may be adopted) immediately after the annual examination for promotions.

10. Such details as the classification of exercises in groups for the purpose of assigning marks—the classification of pupils at the annual competitions into batches of about equal age and height—the methods to be followed in allotting marks and in finding the average number of marks obtained by each candidate after a certain number of trials at each distinct kind of exercise, and so forth—may at first be left to be settled by the head-master or the Superintendent at the annual competitions. After the system of holding annual competitions has been in force for some time, it may be desirable to adopt some general rules regarding the above points.

11. The last point to be noticed in this connection is the holding of daily exercises at the school during one hour in the middle of the day, and the consequent lengthening of the period for which schools sit, from 5, as at present, to 6 or 5½ hours. At present *after school hours* is generally the time allotted to physical exercises; but not only boys coming from a distance, but also all others, feel a very strong temptation, after the school breaks, to go home, along with the teachers and other pupils. With very few exceptions, all schools sit continuously for about five hours at present, and while most teachers have one hour of recreation during the period, the pupils are made to remain confined for the whole period and are given no opportunity to walk about in the open air with freedom, except where boys take leave for a very short time on some pretext or other, or steal out of the class room unobserved, and then give themselves an unauthorised recreation. Such cases, as may easily be understood, occur frequently to the detriment of discipline and study. In consequence of this system of continual confinement, boys feel so hungry and exhausted when the school breaks that it is very doubtful whether injury instead of good

is not done to them by being kept in that condition for physical exercise. From these considerations, the introduction of one hour of recreation for boys to take luncheon and physical exercise after three hours of continuous study, to be followed by a further period of two or one-and-half hours of study, seems to be most desirable.

12. Apart from the necessity for allowing pupils a certain interval for luncheon and relaxation the allotment of an hour for exercise during the middle of the day will be attended with this great advantage, that the exercises will be held in the presence of the entire body of pupils and of the teachers, who will thus have an opportunity, and for whom it ought to be prescribed as a duty, to teach and superintend the games and exercises This will give a very healthy and strong stimulus to the pupils to join in the exercises, and they will do so with that amount of earnestness and excitement without which physical exercises are not beneficial, and to the absence of which the gymnastic exercises now held in some schools after school hours are of such a lifeless and compulsory character.

13. The only objection to such an arrangement will be on the part of the teachers, who will have to devote more time to the school than they now do. But when the necessity of recognizing physical exercise as an important branch of school education is clearly understood by the superior teachers, their sense of responsibility for the welfare of their charge is likely to remove the objection on their part. If, however, in the case of any of the lower teachers, who may now be making up for the smallness of their salary by means of private tuition, the attendance at school for an additional hour should really cause any hardship, it may be removed by such local arrangements as may be found necessary; but such cases are likely to be very rare.

14. It is not likely that there will be any objection on the part of the boys' guardians to schools being held for six instead of five hours. All Government schools in the Eastern Circle used to be held for six hours before, and there were no complaints on that account. What the six hours of school-time are to be, whether from 10 to 4 or 11 to 5, will depend upon the season and upon local circumstances. Or perhaps it may be better to prescribe the period from 10-30 A.M. to 4-30 P.M. for all seasons and places.

15. The objection based upon the supposed injurious consequences of boys running about in the sun and rain during the middle of the day is not a reasonable one. There will be the teachers to decide on what days, on account of a very hot sun in April or May, or continuous rain, the boys are not to be allowed to go out in the open air during the recreation hour. It has also to be considered, what many guardians of little boys do not understand, that such injury as may be done to the health of boys by their running about in the sun and rain, under the excitement of play, cannot be so great as that caused by their sitting, every day throughout the year, for four or five hours continuously in the class-room, engaged in work requiring more or less close application of the mind.

SECTION V.—*Routine of Work.*

25. The head-master is to have at least one hour each day for the supervision of the different classes, which work should not be interfered with by office work. He should during that hour go over the different classes, and note specially the methods of teaching followed by the teachers, and give such directions as may be necessary.

26. With a view to avoid the want of sufficient acquaintance with the pupils individually, on the part of the masters, their work should be so divided that one master may not have to teach in too many classes, especially in the lower ones. The lower classes should, as far as possible, be placed under individual teachers, attending to all or most of the subjects of study. Such teachers are to be considered as being in charge of their respective classes, and they should consider themselves responsible for the entire working of the classes in regard to progress of study, conduct of the boys in the play-ground, and discipline in general. This of course does not apply to Pandits or Maulavis.

27. The routine is to be so arranged that those teachers who have work in different classes may each have to attend to his own class in the first hour.

28. Hours should be separately allotted for dictation, translation, and composition, instead of these subjects being grouped together with literature.

29. The studies are to be so arranged that the pupils on coming up to a new class may not have to begin, at the same time, all the new subjects that they may have to take up during the course of the year.

30. The session is to be divided into three parts: *First*, from February to the summer vacation in the middle of May, about 3½ months; *second*, from the end of the summer vacation in the middle of June, to the Pujah vacation in the middle of October, about 4 months; *third*, from the end of the Pujah vacation in the middle of November, to the time of the annual examinations in January, about 2 months. The third of the above divisions is to be devoted entirely to revision. During the first two periods new studies are to be proceeded with, along with such revision as may have to be gone through for the weekly examinations.

31. The weekly examinations are to be held in all the classes on Saturdays throughout the year, except immediately before the annual examination.

32. The answers of the boys at the weekly examinations, and other exercises on paper, in the higher classes, should, as a rule, be examined and corrected by teachers out of school hours and returned to the boys in the class.

All glaring or unusual mistakes made by boys, and the corrections made by the teacher, as also the answers that may be considered particularly good, should be read out to the class. The head-master should, during his hour of inspection, examine some of the exercises of the pupils as corrected by the teachers, to see if that work has been carefully and properly done.

33. Routines for the studies of the different classes should be settled once for all at the beginning of each session, and they should not, if possible, be altered during the session, so that the responsibility in regard to the teaching of the various subjects may be attached to individual teachers, and their work for the session may be judged by the results of the annual examination.

Explanatory Notes.

1. *Resolution* 25.—One hour of the head-master's time is proposed to be set apart for actual inspection of the different classes. This is a most important part of the head-master's duty, but in many schools, specially under young and inexperienced head-masters, this part of their duty is almost entirely lost sight of. Such inspection is important, not only because it enables the head-master to judge of the work done by the subordinate teachers and to prevent neglect of duty on their part, but also because it is calculated to give rise to discussions between the head-master and other teachers as to the best methods of teaching different subjects, or in regard to such particular measures as may be necessary in the case of specially backward or intelligent boys. Discussions as to the reasons, such as illness, wilful neglect, influence of bad company, etc., on account of which good boys lapse into the condition of backward ones, are also very important. A personal acquaintance with all or most of the pupils on the part of the head-master is, moreover, nearly as important as such acquaintance on the part of the class teacher.

2. Though the work of writing up the books of the school is delegated either to the clerk or to some subordinate teacher, still it is the head-master who is primarily responsible for that work being properly performed. For this it is important that the head-master should constantly examine how this work is done. Where there is not a sufficient number of teachers to allow of the head-master's having a separate hour for such office work, he will necessarily have to do it either during part of the recreation hour or out of school hours. For all these reasons it is very desirable that instead of young men fresh from College, experienced elderly teachers should be appointed as head-masters.

3. *Resolution* 26.—There is considerable difference of opinion in regard to the question as to whether teachers should be entrusted with particular classes or with particular subjects in different classes. The advantage of the former system is that the personal relation between the teacher and his pupils is greatly strengthened, and his influence for good in respect of character and discipline is greatly increased. The advantage of the latter system is that teachers acquire a special aptitude for teaching the particular subjects to which their attention is confined, also that teachers may be employed to teach those subjects only for which they may be particularly fitted. It was decided at the Conference that the former method should be followed as much as possible in the lower, and the latter method in the higher classes.

SECTION VI.—*On certain points relating to methods of teaching.*

34. A boy becomes better acquainted with a language by reading a large quantity from a comparatively easy book than by reading a small quantity from a difficult one. Therefore it should be the aim of a teacher to make his class go over a sufficiently large number of pages of the text-book in English, which ought to be of a rather easy character.

35. It is of very great importance that pupils should, at first, be made familiar with the ordinary forms of expression in English, in which the meanings of phrases and sentences come out of the ordinary meanings of the words composing them : which forms of expression, in fact, constitute the groundwork of a language. Idiomatic expressions, *i.e.*, those phrases of which the meaning is different from what would follow from the words composing them, should be taught *after* the pupils have acquired a thorough knowledge of the ordinary methods of expression. It is therefore necessary that for beginners only such readers should be selected as do not contain many idiomatic expressions.

36. Along with the teaching of reading lessons in the lowest classes, the teacher should frame easy sentences with words and phrases of which the meanings may be known to the pupils, and set those sentences for translation into the vernacular, at first orally and afterwards in writing on slates. The teacher should also propose plain sentences in the vernacular for translation by the pupils into English in the same manner. Such translation exercises should be given frequently and in large numbers, and continued up to the higher classes.

37. Original composition in the higher classes should at first be confined to narratives or detailed descriptions relating to such ordinary objects and phenomena as the pupils may be perfectly familiar with. Composition exercises should be small in quantity, but all exercises should be carefully examined by the teacher.

38. The teaching of English in the lowest classes should be entrusted to teachers of superior position, or otherwise better qualified for the purpose than those lower teachers or Pandits to whom the teaching of the other subjects may be entrusted.

39. The pupils ought to be taught to write script letters immediately after they learn the alphabet, and by means of constant correction from the beginning, they should be habituated to write a neat and legible hand. It does not seem necessary that much time should be devoted to the exercise of writing large round hand between couples of rules; for boys may, immediately after they can write the letters separately, be easily made to write in the ordinary form, the letters being only a little larger at the beginning and gradually reduced in size with practice.

40. Spelling should be taught to beginners almost entirely by means of reading, copying, and dictation exercises, instead of boys being made to try to get by heart, by means of frequent repetition, the letters that constitute each syllable or word. The sounds of English letters and syllables cannot generally be correctly represented by means of the letters of the Bengali language. These letters should not, therefore, be used in teaching spelling. Copious dictation exercises from the reading lessons taught in the class should be given daily, or as often as practicable, in all the lower classes up to the 4th. In order to habituate Indian pupils to the pronunciation of English words, in which consonant combinations occur much more largely than in the Indian vernaculars, it is necessary that the pupils should be made to read, over and over, long lists of detached words, by way of learning spelling, in preference to the system of dispensing with such spelling exercises, and trying to teach spelling principally by means of reading lessons. Attempts should be made to enable the pupils, by making them read lists of words of analogous spelling and sound, to catch the broad general principles of pronunciation of ordinary syllables and words.

41. Pupils should be habituated, from a very early stage, to find meanings of words from the dictionary and to make out the purport of sentences from such meanings of words. This is a very important and beneficial exercise; it necessitates exercise of judgment in selecting from the various meanings of a word the one that is appropriate in the sentence; and it quickly familiarizes pupils with the ordinary methods of expressing ideas. Such exercise is entirely wanting when pupils get by heart the meanings of words and sentences from "meaning books" and "keys," which are also sometimes very carelessly written, and give rise to wrong impressions in the pupils' minds. The same remarks apply to "note books" and "epitomes" intended for the use of the higher classes. The use of these books ought therefore to be discouraged as much as possible, and boys made to write their own "meaning books" from the dictionary, and "note-books" from what they may gather from the teacher, and "epitomes" from a study of the original books, careful selection of facts, and statement of those facts in correct and compact sentences.

42. In grammar, geography, history, &c., any book that may be introduced should be finished in one or more classes, instead of the pupils having to take up a new book each year and to read only the first portion of it, without coming up to the end of any one of those books.

43. For teaching English grammar such text-books should be selected as may follow the recent nomenclature (as used in Bain's grammar), but which many contain only the broad general rules expressed in simple language, without discussion of principles, and also have copious examples and exercises.

44. Boys should from the beginning be taught to distinguish the different parts of speech among the words they meet with in their reading lessons, only one part of speech (such as noun, adjective, verb, &c.) being taken up at a time.

45. In teaching subjects in which accuracy of expression is of essential importance, as in the case of the definitions of geometry, grammar, &c., attention should, in the first instance, be paid to make the pupils practically acquainted with the objects defined, accuracy of expression being left to be acquired afterwards by getting the definitions by heart.

46. Preliminary figure-drawing, and the use of the ruler and compass or thread, should be taught before beginning geometry.

47. In teaching geography the first thing to be done is to make the pupils acquainted, on the map, with the places mentioned either in any day's lesson, or in any particular well-defined portion of the book. The text is

to be gone over and lists of places got by heart afterwards. Pointing out places on the map, as well as map-drawing and putting in places on skeleton maps, should also be practised as much as possible. The best among the maps drawn by each of the pupils should be preserved for exhibition.

48. The history and the geography of Bengal in detail, of which the students of Entrance schools in Eastern Bengal are generally ignorant, should be taught in some of the lower classes.

49. In teaching history to beginners the text should, in the first place, be gone over as in the case of reading lessons; and the facts contained in each day's lesson, or in any well-defined portion of the book, should be stated by the teacher in the form of a narrative in the vernacular. Questions should then be asked to the pupils, and they should also answer them, in the vernacular, until the teacher is satisfied that the pupils are thoroughly acquainted with the facts. It is only *after* this that questions should be asked, and the pupils exercised in giving the answers, through the medium of English.

50. Bengali should be taught as second language exclusively in the 6th and lower classes, and Sanskrit and Bengali should be taught simultaneously in the 3rd, 4th, and 5th classes, Sanskrit alone being taught in the 1st and 2nd classes. The same principle is to be adopted with regard to Persian and Urdu, if possible.

51. Country methods of expressing money and weight, and the artifices for working examples in wages, prices and interest, as well as the special processes of mental calculation, should be taught in the lower classes of High English schools. As soon as the pupils finish the compound rules, they should be thoroughly exercised in solving questions in prices, wages, interest, &c. with the help of those rules, in accordance with the method in ordinary use in this country, which is described as the *unitary method* in recent editions of English treatises on arithmetic.

52. In the first three classes conversation between the teachers and the pupils, and among the pupils themselves, should be held, as far as possible, in English.

53. It is of very great importance that boys should be trained from the beginning to the habit of revising what they write in working exercises or in answering examination questions. It should be impressed upon the minds of the pupils that it is disrespectful to the teacher or the examiner if a boy presents his work with such mistakes in it as he could have easily corrected upon revision.

54. In working exercises in the class, slates should be used in all the classes up to at least the 4th class.

55. The system of changing places ought to be adopted in all classes up to at least the 4th class. A record of such changes should be kept in such form as may be considered suitable by the head-master. In all classes, in which places are changed, the desks used by the boys should be placed behind them.

56. There can be no doubt of the fact that geometry, arithmetic, history and geography can be best taught through the medium of the vernacular of the pupils. But the University requires the examination in these subjects to be in English. Hence the question, which it is really important to consider, is whether teaching these subjects at first through the vernacular, and afterwards in English, is really more effective and expeditious than teaching them through the English from the beginning; also whether any advantage that the former system may have over the latter would not be more than neutralized by the loss of such advantage to progress in English as the latter method may be supposed to possess. As very few teachers and guardians of boys in Eastern Bengal have had any experience of the system of placing Entrance schools upon a vernacular basis, it is considered desirable that no definite opinion be expressed, one way or the other, on the subject at this Conference, in order that head-masters may have full liberty to adopt whichever of the two methods mentioned above they may choose, so that there may be a sufficient amount of experience gained on the subject.

Explanatory Notes.

1. The above Resolutions are not intended to furnish a complete set of rules for teaching the various subjects, but they relate to certain points in which the present practice in many schools is defective, about which there is some difference of opinion among experienced teachers, or to which many teachers do not seem to have paid sufficient attention.

2. Whether or not the progress of the pupils in their studies is satisfactory and sufficiently expeditious depends almost entirely upon the methods adopted by the teacher in imparting instruction to them. It is not at all sufficient that the teacher should only know the subjects of instruction, but he should also be thoroughly familiar with the different methods of imparting instruction suitable to children of various ages and capacities, so as to be able to secure complete attention on the part of the pupils, and excite curiosity in their minds for the subjects of study, as also a strong desire to learn them. Without familiarity with those methods a teacher is not able to impart instruction in the most pleasant and profitable manner.

3. The primary and most natural method, for the teacher to acquire a knowledge of the best systems of teaching various subjects, is no doubt intelligent observation and experience in actual class-teaching; and this is the way in which some of our best teachers have acquired their power as efficient instructors. But the process is necessarily slow and in many cases ineffective. Hence it is of the utmost importance that the teacher should, from the beginning, acquaint himself with the results, as to the best methods of teaching the different subjects, of the experience of previous teachers, as embodied in approved works on the art of teaching: also that he should, while doing his own work of teaching in the class, scrupulously adhere to those methods of instruction, and intelligently adopt such modifications as the circumstances under which he has to work may require.

4. *Resolutions* 34, 35, *and* 41.—The ordinary forms of expression in a language are learnt by young children by the same forms being heard or seen by them repeatedly in the ordinary course of conversation or reading. This is entirely the case in respect of a learner's mother tongue. In respect of a foreign language also, this is by far a more comprehensive and effective method than that of making the learner get by heart particular expressions and their meanings in set phrases in the vernacular. The proper test of the success with which a Reader is taught is not merely that the pupil is able to say the meaning of every expression read in vernacular sentences got by heart, but also the far more important one as to the extent to which the exercises he has gone through in reading the book have made him able to understand with ease other books of the same kind not read before. The growth of this last-mentioned power is greatly favoured by the pupils being made to read large quantities of easy matter, finding out, with only such assistance as may be absolutely needed, the purport of the sentences read, from the meanings of unknown words gathered by themselves from the dictionary, and expressing that purport in their own language. This method is, therefore, considerably more quick and effective than that of making the pupils read a difficult book and laboriously get by heart the meaning of each new word, and that of each sentence, in set phrases in the vernacular, either got by heart from a meaning book or dictated by the teacher.

5. It is desirable also to counteract an impression that seems to prevail among a number of young teachers, to the effect that the more the pupils can be made familiar with idiomatic and more or less out-of-the-way expressions from the beginning, the better. The effect of this impression in the minds of the teachers is often very unpleasantly shown in the use, even by their grown-up pupils, of out-of-the-way or idiomatic expressions in places where they are most inappropriate. There seems to be a sort of belief among many of those pupils that the expression of ideas by means of simple and ordinary words is rather commonplace and not possessing the character of *fine writing*. The above mentioned impression itself seems to have arisen from the undue importance attached to certain books of "keys," "hints," etc., which have come to be regarded by some teachers as having superseded the ordinary methods of learning the language.

6. *Resolutions* 43 *and* 44.—By "recent nomenclature" is meant the changes that have been introduced in respect of the names and classification of the parts of speech, pronouns, tenses of verbs, etc., by Bain and others. The discussion and enunciation of principles contained in Bain's larger and smaller grammars are, no doubt, valuable to very advanced students, but they have been found by experience to be generally beyond the comprehension of young boys in this country, and not calculated to teach them the broad general rules of English Grammar as a foundation for a correct knowledge of the English language. Moreover, the rules as given in Bain's Grammars are not quite so simple, and the examples not at all sufficiently copious, as in the earlier Grammars by Lennie, Hiley, &c., which were largely used in this country before the introduction of Bain's Grammars. The nomenclature in these earlier Grammars, however, is not the same as that introduced by Bain, which appears to be recognised and adopted by the University examiners. It is therefore necessary that boys, especially in the lower classes, should be taught grammar from such books as may contain Bain's nomenclature, while the definitions and rules may be as simple and the exercises as copious (or more) as in the treatises by Lennie, Hiley, &c.

7. *Resolution* 48.—As a consequence perhaps of the fact that a particular knowledge of the history and geography of Bengal is not required at the Entrance examination, these two subjects are as a rule very much neglected in the High English schools in this quarter. It is of the utmost importance that this defect should be remedied. For a boy receiving a liberal education, an intimate acquaintance with the history and geography of his own country or province is not only a desirable accomplishment, but an absolute necessity.

8. It is a recognised principle in the art of education, though that principle is not much observed in our schools, that the proper method of teaching geography, as well as history, to young children is to "begin at home and gradually to widen the circle." The first lesson in geography and on the use of maps should be on the school room and then on its neighbourhood; the district should come next, to be followed by the division, and by other districts and divisions of the province. It is only after the geography of Bengal has thus been thoroughly mastered that the attention of school-boys in this province should be directed to other parts of India, and then to other countries and continents. A similar course is desirable for history.

9. The practical defects of neglecting the detailed geography of Bengal in our schools are apparent in the case of those who are familiar with the names and situation of such places as Patagonia, Cotapaxi, Timbucto, Kamtzkatcha, or of such rivers as the Congo, Potomac, or the Obe, but who would consider Sarun, Singbhoom, Tezpur, Netrakona, or Chandpur as strange and distant places, and have no idea of the situation of such rivers as the Rupnarayan, Mayurâkhi, Atrai, Areal Khan, Barák, or Karnafuli. The mischief is that persons so educated, when they become teachers or managers of schools, regard a knowledge of the former class of places as considerably more important and more necessary for young pupils to acquire than that of places of the latter class, with which they are themselves unfamiliar.

10. But it is needless to point out that a knowledge of the first-named set of places is of use only in passing the examinations or in comprehending newspaper notices regarding them in after life; while a detailed knowledge of the geography of one's own province is of the utmost practical use in connection with the affairs of life. Natives of one part of Bengal have themselves to go to other parts of Bengal or have their friends residing in those places; with the people of various districts they have to enter into business connections or relations of various other kinds; natives of various districts in Behar are engaged as domestic servants in large numbers in Bengal, but it will not be too much to say that very few of the employers have any idea of the exact places from which those servants come, or have sufficient knowledge to trace those servants to their homes if they happen to run away.

11. If a native of the Dacca or Chittogong Division has to go to any place in Maldah, Chota Nagpur, or Midnapur; or if an inhabitant of Northern Bengal has to go to Orissa or Chittagong; or if a native of the Presidency or Burdwan Division has to go to Nilphamari, Tangail, Brahmanbaria, Feni, or Noakholly, his very unfamiliarity with these names imparts to them almost a dismal character in his imagination, and

makes him feel in terror and despair as if he was being sent to a place from which he had very little chance of coming back.

12. The want of a thorough knowledge of the geography of a country among its people produces very narrow and sectional views in the minds of those living in different parts of it, and seriously hinders the growth of that sentiment of unity and fellow-feeling which ought to animate the people living in one and the same country.

13. *Resolution* 51.—One very unsatisfactory feature of the system in which arithmetic is at present taught to the students of most of the High English schools in Eastern Bengal, is the neglect to teach young boys the excellent methods universally followed in this country, by which money, weight, &c., are expressed by a few symbols; and the very simple and effective formulas of *Subhankar* for solving questions in prices, wages, etc., mentally; as also the methods by which mental calculations in respect of simple abstract numbers are preformed by people in connection with bazar and zemindari amounts. The defect appears to be due to the fact that even in the lowest classes of High schools young boys, who have had no patsala training or home training in the country methods, are taught arithmetic under the European system, and from text-books in English in which the country methods find no place. Hence the recommendation made in the Resolution, as to the necessity of teaching country methods of arithmetic and mental calculation, is one of very great importance.

14. It seems necessary to remark in this connexion that many teachers seem to make the mistake of supposing that the processes of mental calculation are not different from those of written calculation; and of asking boys questions to be answered orally after teaching them only the ordinary rules for written calculation. This is a great mistake and a great hinderance to the progress of boys in mental calculation. Teachers who are good mental calculators themselves, or otherwise know what the special rules for mental calculation are, are able to take up their pupils to a very high state of proficiency in mental calculation. Such sums, for instance, as multiplying 542 by 84 are by no means very difficult exercises in mental calculation by pupils trained up in the special rules of mental arithmetic. Expert boys in many of our good patsalas are able to work such sums.

15. *Resolution* 54.—Of late years a practice has been growing among the students of our High schools of giving up the use of slates and making use of paper even in their daily exercises at school in arithmetic, translation etc. This practice is injurious for several reasons.

16. The habit of boys carefully revising what they write is one of very great importance. Such habit of revision cannot be formed unless boys are able to rub off and re-write their exercises over and over, which they can do only on a slate, but which is impossible on paper.

17. Mistakes can only be blotted, but not effaced, on paper; such blots remaining here and there among the working greatly increase the chance of commission of fresh mistakes, and hinder the growth of a sense of neatness and of regularity or symmetry of statement.

18. It is only by rubbing off and re-writing their workings over and over that boys can discover for themselves the best methods of arranging them, or the most correct forms in which to state their answers. Constant trials in this manner can alone impress those methods and forms in the minds of the pupils.

19. Writing correctly off-hand, *i.e.*, thinking out a whole sentence or an entire process in mathematics, all the corrections and changes being made mentally, before anything is committed to writing, is possible only for students who are considerably more advanced than the pupils of Entrance schools. Such habit of correct writing can best be acquired only by a very large amount of practice in revising over and over what is written.

20. Even if boys up to the highest class in an Entrance school work their exercises in the class on slates, the necessary habit of answering questions on paper at examinations may be very well acquired by practice at the weekly examinations.

21. Teachers whose attention is drawn to the evil effects of little boys writing their exercises on paper sometimes contend that the exercises worked on paper are useful for reference at the time of revision for examinations. But those who say so do not seem to have observed that the books or loose papers in which the boys write their exercises are kept in such a slovenly manner that any reference to them afterwards is entirely out of the question.

22. The practice of writing exercises on paper seems to have arisen from a sort of false sense of dignity in boys reading in English schools, who feel ambitious of copying what the students of colleges do, and who feel it derogatory to use slates like boys of vernacular schools and patsalas. Such a spirit is often allowed to grow unchecked by young teachers who cannot see why the practice of writing exercises on paper, which they followed in the college, should be unsuitable for boys in the lower classes of Entrance schools.

23. *Resolution* 56.—One of the arguments urged by those who are against the system of placing Entrance schools upon a vernacular basis is that the study of history, geography, and mathematics through the vernacular retards the acquisition of a knowledge of the English language, which is of much greater importance than any other subject of study. This objection may be considered as groundless, because there is no doubt that boys are able to master what they have to learn in history, geography, and mathematics much more speedily and effectively if they learn those subjects in their vernacular than through the English language. The time and labour thus saved may very easily be devoted to a more thorough study of the English language.

24. The second objection urged by them seems, however, to be more reasonable. It is to the effect that when an Entrance school is placed upon a vernacular basis, it requires a longer time for a student to come up from the beginning to the Entrance Examination than if he had read in an entirely English school. The loss of one or two years which the former system entails is really objectionable. It seems to be due to the fact that, as the University does not allow a candidate to answer questions in history, geography, or mathematics in the vernacular, the students of a school placed upon the vernacular basis have at first to learn those subjects in the vernacular, and then to go over the same ground in English, in order to prepare themselves for answering questions in those subjects in the English language. So long as the University does not change the present rule, the real question for consideration is whether the study of those subjects at first in the vernacular, and then in English, is really more effective and expeditious than if those subjects were learnt in English from the beginning. It was felt at the Conference that there has not yet been sufficient experience in the matter in the Eastern Circle to enable the members to express any decided opinion on the subject. The matter has therefore been left open.

SECTION VII.—*Periodical Examinations and Class Promotions.*

57. The annual and other examinations should, as a rule, be held in writing in the first four classes.

58. It is desirable that one uniform system of rules should be observed in all schools with regard to promotion from class to class. The following pass marks are recommended for adoption:—In English, 25 per cent. in the 2nd,

3rd, and 4th classes, and 30 per cent. in the lower classes; in Mathematics 20 per cent. in the 2nd, 3rd, and 4th classes, and 25 per cent. in the rest; in the second language and in History and Geography, 20 per cent. in all the classes; and in aggregate 25 per cent. in all the classes.

59. The relative importance of different subjects, as determined by the maximum number of marks to be allotted at the annual examinations to each subject, should be the same as that fixed by the University for the Entrance Examination. No deviation from this rule is to be allowed without the sanction of superior authorities.

60. A boy who does not get promotion from a class for three years should not be allowed to remain in the school any more; exceptions being made, in particular cases, for continued illness or such other cause.

61. It is desirable that the test examination of Entrance candidates and the annual examination of higher classes of all schools situated at one place or at contiguous places, should be held by the same questions and by the same examiners, and efforts should be made by the head masters of such schools to bring about these arrangements.

Explanatory Notes.

1. *Resolution* 58.—The greater difficulty of a written examination is the reason why it has been thought expedient to fix a lower percentage of marks for promotion in the higher than in the lower classes.

SECTION VIII.—*Library.*

62. The library should have a collection of (1) text-books, not merely those used, but also as many others of the same character as possible; (2) reference books; (3) books on education; (4) large atlases and illustrated books on natural history and geographical subjects; (5) illustrated juvenile books of an entertaining and instructive nature, such as tales of a moral character, biographies, travels and adventures, classic tales, nursery tales, books on games and sports, etc.; (6) books on popular science, history, geography, and standard novels. Books unconnected with the kind of education given in High schools should not be purchased except with the special permission of superior authorities.

63. All books received as presents by head-masters in their official capacity should be duly made over to the library and entered in the lists.

64. All account books, registers, etc., used up should be neatly re-bound, if necessary, and placed in the library and duly entered in the library lists.

65. Useless books, maps, and furniture should be sold off by auction once a year with the sanction of superior authorities.

66. A complete list of books in the library, classified according to subjects, and of maps and furniture belonging to the school, is to be printed once every five years; and a copy of it should be sent to the office of the Inspector of Schools or other superior authority with the Annual Report each year. A list of books lost or destroyed, and a similar list for maps and articles of furniture, should also be sent up at the same time.

67. Copies of the printed list of library books should be freely circulated among the teachers and the pupils.

68. Boys should be encouraged to use library books, especially those of reference and the juvenile books. The librarian should be in attendance for an additional half-hour either before or after school hours.

69. Rooms should be provided where boys may sit and read out of school hours. Suitable periodical literature should also be provided for boys.

70. Two prizes in books are to be given each year for essay-writing on any subject (historical, literary, or relating to ordinary natural objects and phenomena or to industrial operations) to be chosen by the boys from amongst some ten proposed by the head-master at the beginning of the year, and got up by the boys by the study of library books out of school hours, and in addition to their class studies. These prizes are to be competed for by the boys of the first and second classes, and the examination is to be held before the summer vacation.

71. The teachers are to be encouraged to read books on education. If any teacher is desirous of having a certificate of the knowledge of the art of teaching from the Inspector, countersigned by the Director of Public Instruction, he may offer himself for examination in the subject.

72. The extent to which library books are used by masters and students should be mentioned in the head-master's Annual Report.

73. Books lent out should on no account be allowed to be kept by boys for more than ten days, and by others for more than one month. Books returned after such periods may be taken again.

74. Before the school closes for each of the two long vacations in the year, all the books lent out of the library should be called in, and the books in the library, as well as maps and furniture, should be compared with the lists.

Explanatory Notes.

1. *Resolution* 62.—It is desirable expressly to restrict the purchase of library books only to those which may be useful in consideration of the interests of the school. There have been instances in which some former head-masters of zillah schools purchased such books for the library as were interesting only to themselves, or useful to them in preparing for some special examination. Thus for the library of one of the zillah schools of the Eastern Circle "Kent's Commentary on the American Law" was purchased by a former Head Master, who was then preparing for the Pleadership Examination.

2. *Resolutions* 66 *and* 67.—It is important that the list of books in the library of a school should be printed and largely circulated among its teachers and students in order to excite an interest or curiosity in their minds to read some of those books; otherwise the teachers or pupils cannot know what books are contained in the library without such troublesome search or enquiry as few would ordinarily be inclined to make, the result being that they do not generally know whether there are any books in the library, the study of which might be profitable or interesting to them.

3. *Resolution* 71.—This proposal was adopted at the Conference with a view to hold out an inducement to teachers to read books on education, until some general system of Teachership Examination should be adopted for the whole Province. Any teacher holding such a certificate will no doubt have a great advantage over other teachers. A list of such books on the art of teaching, as the writer of these notes is acquainted with, is given in Appendix III.

SECTION IX.—*Debating or Literary Clubs.*

75. There should be a debating or literary club in connection with each High school, consisting of all the teachers and the pupils of the first three classes, for the reading of essays written by the pupils, discussion on points arising out of the subject-matter of those essays, and for the delivery of lectures by teachers or by other persons interested in the welfare of the school.

76. The subjects taken up for essay-writing, discussion, and lectures should be such as might be calculated to help the moral and intellectual development of the pupils, and to create in their minds an interest for useful subjects of study, as well as to cultivate habits of methodical discussion and formal speaking. Such meetings are to be held at least twice a month after the Saturday half holiday or other convenient times. All the proceedings should be in English, and all business conducted in accordance with bye-laws framed, in the first instance, by the head-master, and subsequently modified, if necessary, by resolutions passed at meetings of the club.

77. The head-master is to be ex-officio President of the club. He, or in his absence some other teacher specially deputed by him, should preside at the meetings.

78. An account of the proceedings of the club, with special mention of the amount of interest taken by the different teachers in those proceedings, is to form part of the head-master's Annual Report.

Explanatory Notes.

1. *Resolution* 77.—It is of special importance that either the head-master or some teacher specially qualified for the purpose should always remain present at the meetings of the boys in order to direct the proceedings to really useful channels, and to prevent discussion among the pupils from degenerating into mere wrangling. A very large amount of useful work, specially in the direction of moral training, can be be done by a properly qualified teacher taking a genuine interest in the matter.

SECTION X.—*Moral Training and Discipline.*

79. Moral instruction should not be given only in abstract propositions, but should be illustrated by concrete instances, such as passing events, tales, historical events, and so forth.

80. It is of the utmost importance that boys should be carefully trained from the beginning to habits of order, regularity and neatness, and of prompt attention and obedience to commands.

81. Regularity of attendance is also of great importance. It is secured better by constant enquiry as to the reasons for each boy's absence than by the imposition of fine or other punishment.

82. The growth of the very objectionable habit of boys looking at each other's slates or paper when working exercises in the class, or at the time of examination, should be prevented from the very beginning.

83. Pupils should be encouraged as much as possible to conform to those old methods of respectful salutation, and of behaviour towards superiors, which generally prevail in the country.

84. Conduct-registers are to be kept according to the system in force in the Eastern Circle, which includes the instructions contained in the Circulars of the Director of Public Instruction on the subject. The details of the system, as described in the Circular of the Inspector of Schools, are given in Appendix II.

85. Each head-master is to prepare some bye-rules with regard to the conduct of boys, discipline, &c., for his school, and to have them printed and circulated among the teachers and students after they have been sanctioned by superior authorities.

86. The teachers of a school should meet periodically to discuss questions connected with moral training, discipline, and methods of teaching, and questions relating to the propriety or impropriety of different courses of conduct on the part of pupils ought to be frequently discussed at meetings of the school debating or literary club.

Explanatory Notes.

1. The sole object of moral training is the formation of the character of the pupils. Mere intellectual information in regard to theories of right and wrong, or to the merit or demerit of actions quite remote from the actual daily life and practical duties of pupils, has very little influence on the formation of the character of pupils. The first principles of morality, involving the divine or the utilitarian sanction, are best taught, as philosophical principles, only to advanced pupils; they are not of much practical use for young pupils

2. The most effectual and powerful influence in the moral training of pupils is the character of the teacher himself. There is a powerful tendency in pupils unconsciously to adopt the habits of thought and action of the teacher.

3. The best method of impressing the minds of young pupils with a sense of right or wrong in respect of actions, and of producing inclination or disinclination in their minds for actions of the one or the other character, is the vivid portrayal of the consequences of actions, as in the story of the boy crying out "The wolf, the wolf!"

4. Another most effectual means for the formation of the character of young pupils is to excite and develope in their minds a sense of self-respect such as might produce a natural repugnance to doing those actions, even with the possibility of keeping them secret, which may have the chance of being looked upon with disapproval by themselves at any future time, or by people of respectable character.

5. One of the best friends of the people of this country, and one of the highest authorities on education, is said to have once remarked that the greatest defect in the Indian character is the "want of backbone." This means the absence of energetic application and of persistent effort in the pursuit of any laudable object deliberately adopted as worthy of being attained, and the liability of being deterred from any worthy enterprise by the appearance of difficulties, which, though easily conquerable if met with sufficient determination, are magnified in the imagination as insuperable; also a spirit of ready resignation, and a too easy acquiescence in wrong or injury done to oneself or to one's connections. No moral education of boys in this country can be said to be complete or effective unless sufficient endeavour be made to remove this great defect. This is one of the points, therefore, to which the attention of the teachers ought to be especially directed.

6. *Resolution* 80. Habits of regularity constitute a most important part of the character of a man. There would seem to be a necessity for special attention to this matter in respect of students of this country.

7. The following description of a man of regular and methodical habits is taken from a Bengali book on the art of teaching:—(1) He attends to only one thing at a time and does not allow anything else to divert his attention from it until it is finished; (2) he does everything in its turn according to some plan previously laid down, and does not deviate from such plan; (3) he does his daily appointed round of duties as far as possible always at the same hours and in the same manner; (4) in doing anything he always uses the appliances appropriate for that work, and does not attempt to do any kind of work with appliances intended for work of other kinds; (5) he has separate places assigned for things of different kinds and always keeps those things in their proper places; (6) when any of those things is taken out for use, he carefully replaces it, after use, in its proper place in the same condition in which it was taken out; (7) he keeps his things always clean and in proper working order; and (8) he attempts to impart to everything belonging to him an air of neatness and elegance.

8. The training of pupils to such habits of regularity depends to a very great extent upon constant attention on the part of the teacher to details of the pupils' actions in regard to such points as the following:—Whether the pupils always do their appointed work at the proper time, how they hold their books or slates, how they stand before the teacher when saying their lessons, or sit in the class; whether their clothes are neatly put on; where and how they keep their books, umbrellas, &c., when they enter the school; whether they scribble in their books or on the walls in their idle moments, and so forth. The teacher should always carefully correct cases of irregularity or untidiness in respect of these matters and of others of the same kind.

9. The most important condition for the training of pupils in regularity and method is the conduct of the teacher himself. If the teacher is not regular and punctual in his attendance in the class, if he does not strictly adhere to previous arrangements in regard to the teaching of the different subjects of study, if he does not keep his own books, papers, etc., in their proper places, if he is untidy in his dress and person, if the school-house is not kept in repairs, and the school compound is not kept neat and clean, the students are sure to contract unmethodical and untidy habits, and no amount of verbal instruction in favour of regularity, etc., will produce the desired result. On the other hand, if the teacher sets a good example in respect of the above and other matters of the kind himself, his pupils will unconsciously adopt regular and methodical habits, and will not require much verbal instruction from the teacher.

10. *Resolution* 83. It has been remarked by many high authorities that much of what strikes as defective in the conduct of Indian students is due more to want of good manners and a submissive demeanour than to any moral defect of a graver character. It is therefore of great importance that in connection with the moral instruction of pupils the teachers should carefully train them up to habits of true good breeding, which in the case of boys and young people practically amounts to showing due

respect to elders and to superior authorities, and unquestioning submission to their commands. The showing of proper respect to elders consists principally in methods of salutation and address, observance of certain conventional rules in regard to standing or sitting in their presence, and so forth. Hence the importance of this resolution.

11. The old country methods of salutation, etc., are considered the most appropriate to be taught to pupils of this country, because, in the *first* place, they are exceedingly graceful as attitudes of humility and respectful submission to elders; in the *second* place, most parents and guardians of boys regard it as a great defect of our system of education that it entirely ignores the old national methods of behaviour of young people to their elders; and in the *third* place, any affectation of European manners on the part of young boys is regarded as offensive by respectable people, both European and Indian.

SECTION XI.—*Infliction of Punishments.*

87. Punishments are not to be inflicted under the excitement of the moment, but after due deliberation.

88. Punishments may be classified as deterrent and reformatory. The latter should be used always in cases where boys, either on account of age or character, have some amount of self-respect. The punishments of a deterrent character are to be confined to boys who have not sufficient self-respect, and in whose case the other kind of punishment has been resorted to without effect.

89. Before inflicting punishment, attempts ought to be made to convince the delinquents themselves and other boys of the justice of the punishment to be inflicted.

90. Cases of wrong-doing should not be allowed to be concealed, though they may not be punished always. The growth of an impression in the minds of the boys that the commission of offences by them may be easily concealed from the teachers should be prevented as much as possible through constant and careful observation, on the part of the teacher, of the actions and tendencies of the pupils.

91. The following principles, laid down by the Director of Public Instruction in his Circular No. 45, dated the 3rd April 1890, should be carefully observed in inflicting punishments:—"Imposition of tasks, deprivation of privileges, a judicious use of the rod (when local feeling permits its use) in the case of young pupils, and finally expulsion in cases of persistent and aggravated misconduct—these seem to be the chief methods of punishment for breaches of discipline available to head-masters.* * * The imposition of fines is also commended as directing the attention of parents and guardians to the shortcomings of pupils, and interesting them in the preservation of discipline.* * * For irregular attendance, squalid dress, or other faults for which the parent is partly responsible, a fine might properly be imposed; for idleness, inattention, and other technical offences against school discipline, impositions and keeping in would be suitable; for continued disobedience and insubordination, or for gross rudeness of behaviour in or out of school, the cane might be employed, and in the worst cases expulsion, while expulsion should invariably follow the proof of moral turpitude. I also stated that the existing order did not forbid the use of the cane, and observed that the matter should be left, as at present, to the discretion of head-masters. There were no doubt offences of a disgraceful kind for which the cane was the best punishment; and in other cases it might be inflicted, with the consent of the parent or guardian, as an alternative to expulsion. But it was to be clearly understood that caning was to be an exceptional form of punishment, that it was to be administered by the head-master alone, and that it should be so administered as to inflict pain only without any bodily injury. Any school in which the cane was frequently resorted to would be regarded as inefficiently conducted. I may add that when it is known that the cane is a recognised instrument of discipline, it will not often be necessary to have recourse to it. Many an ill-conditioned boy who would laugh at a fine, and regard expulsion as a welcome relief from a tedious round of duty, would probably pause before the uplifted rod."

Explanatory Notes.

1. The following general principles ought to be always borne in mind by the teachers in regard to the infliction of punishment:—

2. The deterrent and reformatory effects sought to be secured by punishments are best attained by the development of a sense of self-respect and a sense of duty in the minds of the pupils. The more a teacher behaves with his pupils with kindness and consideration for their feelings, and the more he is able to establish similar good feelings and respect for each other's opinions among his pupils, the better will a sense of self-respect and a sense of duty be developed in their minds. If the teacher frequently assumes a harsh and unsympathetic attitude towards his pupils, or punishes them frequently, the growth of the above feelings is checked to a very serious extent. For this reason the more a teacher is able to do without

actually inflicting punishment the better will the final result be. If there be a sufficient amount of self-respect in the mind of any particular pupil, such as may lead him to dread the infliction of punishment more on account of the exposure to his school-fellows than the pain or unpleasantness of the punishment itself, the teacher ought to be exceedingly careful in punishing such a pupil for fear lest the infliction of punishment might deaden that superior sentiment.

3. Punishments are effective in the case of very young children or of those devoid of any self-respect, through the fear of the actual pain or unpleasantness they produce. But when a sense of self-respect begins to develope, the fear of punishment is changed into one of exposure to other pupils. It is further refined into a repugnance to cause annoyance or dissatisfaction in the mind of the teacher. At such a stage a simple look of dissatisfaction on the part of the teacher, or a word of admonition, is capable of producing a much better effect than any severer form of punishment. When the sense of self-respect is further developed, students refrain from doing anything that may cause annoyance to the teacher, and they actually engage in doing what is likely to please him, merely from a consideration of what the teacher's wishes may be, without any expression of such wish on his part.

SECTION XII.—*Communications with Guardians.*

92. Monthly progress reports should, as at present, be sent to the guardians. The result of the periodical examinations concerning each pupil should also be communicated to his guardian.

93. In regard to defects in attendance, punctual payment of fees, dress, cleanliness, supply of books, &c., the head-master or the class teacher is to send communications to the guardians of the pupils concerned, with request to take such action as may be necessary on their part for the removal of those defects.

94. Whenever any boy is punished for any fault of a rather serious nature, the fact ought to be communicated to the guardian of the pupil with the object of producing a stronger effect upon the mind of the pupil.

95. It should be the endeavour of the teachers, in course of conversation with the guardians of the pupils, to impress upon their minds the facts that the instruction in special subjects imparted at school can exercise but a very limited influence upon the future character and well-being of the students, that the most important factors determining the future career of a boy are the character and the habits that are formed under home influences, that these depend almost entirely upon care and attention on the part of the guardians, and that it should be the duty of such guardians, as may be earnestly solicitous for the welfare of the boys, not only to exert their own healthy influences at home, but also to co-operate with the teachers in their endeavours at school to check the development of unhealthy features in the character and conduct of the pupils.

96. In the case of those pupils whose backwardness in study or other defect may be attributed to circumstances connected with their life at home, the head-master or some other teacher deputed by him ought to confer with their guardians with a view to the removal of those circumstances. If, after such efforts, the required effect is not produced, and if the nature of the defect be such that his continuance at school may be considered to be injurious to the interests of the school, the guardians may be asked to withdraw the pupils in question.

Explanatory Notes.

1. It is almost a misfortune that most guardians of the pupils of our schools consider their duty fulfilled when they send their boys to school and pay their fees regularly. But a very large amount of attention on their part is necessary, by way of co-operation with the teachers, and of supplementing the efforts of the teachers in respect of what it may not be possible for them to attend to, concerning the work and behaviour of the pupils out of school hours. Hence it is important that the sympathy and co-operation of the guardians of pupils should be secured by means of such communications from the teachers as have been stated in the Resolutions.

SECTION XIII.—*Boarding Arrangements.*

97. It is desirable that attempts should be made to establish hostels in connection with schools situated in places where the establishment of such institutions may be necessary in the interests of education and discipline.

98. The efficacy of a hostel in moulding the character of pupils depends entirely upon the nature and amount of supervision exercised upon the conduct of the pupils. Hence the most important point in regard to the establishment of hostels is the selection of a resident superintendent who by his character, energy, and tact may be specially qualified to bring about the beneficial results expected from the establishment of hostels.

99. It should be the duty of the teachers to inspect from time to time, with a view to give necessary instructions, those lodgings in which pupils mess together, independently of any control on the part of their natural guardians or other qualified persons.

Explanatory Notes.

1. The following extracts are given as bearing on the subject in question :—

"The establishment of hostels or boarding houses by which students who are strangers in large towns or cities may be saved from the pitfalls which surround them, and may be made amenable to something like home discipline, needs no recommendation here. The advantages of well-managed boarding-houses, especially in the large cities and towns, must be manifest to all who consider the subject. No greater benefit could be conferred on the students attending our larger schools and colleges than the establishment of attached boarding-houses and compulsory residence therein. The provision of such houses should be earnestly recommended to the liberality of the public, and when provided the enforcement in them of a high standard of morality and discipline should be a subject of watchful care to the local and educational authorities. It need hardly be pointed out that an ill-managed boarding-house in a large town might easily become a hot-bed of evil." [*India Government letter No.* 10-382-91, *dated* 31*st December* 1887, *to all Local Governments and Administrations.*]

"There is a complete unanimity as to the aid which a well-managed hostel affords to the maintenance of a high standard of conduct out of school hours. Many are of opinion that a residence should be compulsory on all who have no responsible guardians in the place. The limitation as to 'responsible' guardians is necessary; for an elder boy, himself a student, is often made the guardian of a younger brother, and cases have been known in which two students have been constituted guardians of each other. I mention this in order to show that the requirement that each non-resident student should have a local guardian does not always afford a complete protection against irregular habits. For students of this class a hostel is of the utmost value, both as a guarantee to parents and as a means of imposing the checks that are commonly held to be necessary in the case of those who are still *in statu pupillari.*" [*Letter No.* 105*T*, *dated* 28*th October* 1888, *from* SIR ALFRED CROFT, K.C.I.E., *Director of Public Instruction, Bengal, to the Secretary to the Government of Bengal.*]

SECTION XIV.—*Payment of Fees and Fines.*

100. The last day for payment of fees and fines should be the 10th, or some earlier date of each month. In case a long vacation extends to the 25th of a month, the fees for that month should be taken before the commencement of the vacation.

101. After the last day of payment, a fine not exceeding one anna is to be levied from each defaulter for each day of delay in payment. Such fine is not to be remitted, except for reasons of a very special character, and except by the head-master.

102. Fine for absence is to be one anna for each day of absence, or such less amount as the authorities of a school may determine in view of such fines not being ordinarily remitted.

103. Leave of absence for reasons previously known should be applied for beforehand. In other cases leave for a single day should be asked for on the same or the following day. Applications for leave for two or more consecutive days must be submitted not later than the second day of absence. In special cases the head-master may make exceptions to this rule.

104. The names of defaulters for any month are to be struck off on the 25th, or the next working day of the month. The names of those that die, leave, or are expelled within a month are to be struck off on the dates on which their connection with the school ceases.

105. When a boy after withdrawing his name from a school with or without a transfer certificate comes back for readmission, he is to be charged no readmission fee, also no fee for the intervening period unless the head-master has reason to believe that the boy withdrew his name with a view to defraud the school.

106. When a boy whose name has been struck off for non-payment of fees, &c., comes for readmission, he is to be charged a readmission fee equal to one month's fee of the class in which he is placed on readmission, and arrear fees for one or two months as the case may be, but not for more than two months, and fines for misconduct, if any. He may also be charged fees for the intervening period if the head-master believes that the boy left with a view to defraud the school.

107. When a separate clerk is not available for collecting fees from all the classes, the entries for dues in the fee-realization book for each class are to be made by its class master and the fees received by him. The entire amount collected each day by each teacher is to be made over to the head-master or clerk on that day, and entered in the collection book and in the cash account book. In the case of absence of the class teacher, the head master is to authorize some other teacher to make the collection.

108. A boy may be certified to have studied continuously in a school for the whole session, even if his name be not borne on the register of the school for a period not exceeding three months, if he pays, on readmission, fees, &c., for that period, and if his name had not been borne on the rolls of any other

school at any time during the period, provided such interpretation of the departmental rule regarding continuous study for scholarships be sanctioned by the Director of Public Instruction.

Explanatory Notes.

Resolution 108.—This Resolution was adopted after considerable discussion. It is intended to meet the case of boys whose names may be struck off through non-payment of fees on account either of sudden illness or of some such accident, and who take readmission after a short interval; also the case of those students who, on account of death of father or other guardian, or of continued illness, may have to remain in their distant homes and be prevented from attending school or paying their fees for two or three months, their names being in the meantime struck off the register, in accordance with Resolution 104, and who may, after their troubles are over, come back for re-admission on payment of fees and fines for the intervening period. The case of such boys is very much of the same kind as of those whose names, under similar circumstances, may be kept on in the register of the school, though marked absent for the entire period.

SECTION XV.—*Methods of finding Average Attendance and Percentage of Attendance.*

109. The average daily attendance for each class is to be found by dividing the total of the column of "present" for that class in the abstract register by the number of working days during the month. It is to be recorded at the bottom of the column for "present."

110. The average attendance for the entire school is to be found by dividing the grand total of the column of "totals for present" in the abstract register by the number of working days, and it is to be recorded at the foot of the column of "totals." This figure will be equal to the total of the average attendance of all the classes.

111. When a boy's name is struck off or withdrawn within the month, or when he is admitted on some date subsequent to the first, the number of days he is actually present is only to be counted.

112. The average number of pupils in a class, or its average roll number, is to be found by dividing the total of the column for "total" in the abstract register by the number of working days in the month.

113. The percentage of attendance for any month is to be found by multiplying the average attendance by 100, and dividing the product by the average roll number, and not by the number of pupils at the close of the month.

114. The names of those boys who are sent up to the Entrance examination are to be borne on the register, even after they cease to attend the school during the entire period for which they may have paid their fees, the words "sent up, &c.," being written against their names in the column of remarks. But they are not to be marked either present or absent in the register, and their number is not to be included in the total number of boys put down in the abstract register. There should, however, be a note in the column of remarks in the abstract register to the effect that the total number shown in that book is exclusive of so many boys sent up to the Entrance examination. The number of pupils on 31st March, as shown in the annual returns, should include the number of boys sent up to the Entrance examination.

Explanatory Notes.

1. It does not appear necessary to describe here the different systems of finding averages and percentages in use in different High English schools in the Eastern Circle. The difference in the systems arises chiefly from either taking or not taking into consideration the days of a month after which new admissions are made, or before which names are struck off; and also taking the number of pupils at the end of the month as the average roll number by which to find the average attendance. Most of these systems are more or less inaccurate, and they cause the further disadvantage that comparison of percentages for different schools does not lead to correct inferences. Hence the desirability of having some uniform system of finding percentages and averages, such as that described in the above Resolutions. The forms of the daily and monthly abstract registers have been arranged in accordance with that system.

SECTION XVI.—*Recommendations to the Director of Public Instruction.*

115. The following recommendations, in respect of certain existing rules, and of proposed measures, are respectfully submitted to the Director of Public Instruction:—

116. *First recommendation.*—That the rule requiring a deposit of Rs. 5 from boys desirous of taking out books from zillah school libraries be rescinded, with a view to afford greater facility to students for private study of library books.

117. *Second recommendation.*—That the rule relating to the charging of fees, from the beginning of the session, from boys taking admission after a part of the session has elapsed, be rescinded. Also that the rule relating to the charging of fees for the entire intervening period from boys leaving a school, and after a time rejoining that school, or going to some other school, be rescinded, or considerably relaxed, by leaving the matter to the discretion of the head-master, as recommended in Resolution 106.

118. *Third recommendation.*—That a rule be added to Rule VI of the Transfer Rules to the effect that if a boy fails to pay fees for any month, within that month, his name should be struck off at or before the end of the month.

119. *Fourth recommendation.*—That some better arrangement be made for the supply of library and prize books for Government zillah schools, instead of the present arrangement, which entails considerable loss of time and in some cases failure of supply of the books required.

120. *Fifth recommendation.*—That the number of holidays allowed to zillah schools be increased so as to be equal to that allowed to collegiate schools. The reason for this recommendation is that it is necessary that the Pujah vacation in zillah schools should be as long as the vacation of the Civil Courts, most of the pupils being sons and relations of officers, pleaders, &c., connected with those Courts. This increase in the Pujah vacation cannot be given by curtailment of the summer vacation, for in that case the latter vacation would be greatly reduced, so as to lose the character of a long vacation.

121. *Sixth recommendation.*—That it is desirable that there should be periodical transfers among those teachers who may have been in the same schools for long periods, and who may have on that account become lax in the discharge of their duties.

122. *Seventh recommendation.*—That no one should be appointed as teacher who does not adopt the work of a teacher as his profession

123. *Eighth recommendation.*—That the prospects of teachers be improved in their own line so as to make the profession attractive.

124. *Ninth recommendation.*—That quarters be provided for head-masters in or near the school compound.

125. *Tenth recommendation*—That the Director of Public Instruction be earnestly solicited not to restrict the liberty, at present enjoyed by head-masters of Entrance schools, in respect of the choice of text-books for the lower classes, by the publication of any authorised list of books such as may be selected by the Central Text-book Committee for those classes. The reasons for this recommendation are the following:—

126. *First*, it is only Government schools of which the choice will be so limited; schools under private management, of which the number is much larger and is gradually increasing, will have an advantage in the shape of a more extended field for the choice of text-books, because in their case the rule is "to give the managers as much freedom in their choice of text-books as possible, * * * and to withdraw the Government grant from any aided school which persists in using a text-book to which objection is taken by the Education Department on one of the grounds (being calculated to offend pupils, and to do them harm by a lax standard of morality) stated above." (Government of India order of 2nd December 1890.) Unaided schools are entirely free.

127. *Secondly*, good text-books are every year coming out from England in large numbers. Very few of the publishers of these books will probably know that their books would have to be submitted to the Text-book Committee for approval before they could be used as text-books in any school, nor is it unlikely that a long period should elapse before the final decision of the Text-book Committee could be obtained on any new book coming out from England.

128. *Thirdly*, many experienced teachers, possessing thorough knowledge of the special difficulties and requirements of Indian students, have hitherto prepared a number of school-books, many of which have largely come into use on account of their merits, by a process analogous to that of natural selection. But owing to the uncertainty as to whether a new book may or may not meet with the approval of the Central Text-book Committee, and owing to the difficulty and delay that often occur in the selection of any new

book by that Committee, and the publication of its decision, there is every reason to fear that the production of text-books for the lower classes of High schools by competent Indian teachers will receive a very serious check if it be not entirely stopped. If this be the case, the result would be a practical monopoly in favour of such existing text-books as may have the good fortune of being approved by the Central Text-book Committee at the outset.

129. *Fourthly*, the use of any book objectionable on religious, moral, or political grounds may be effectually prevented, as at present in the Eastern Circle, by inspecting officers reporting schools persisting in the use of offensive books to superior authorities, for stoppage of the right to compete for junior scholarships or Entrance certificates. This would obviously be a much better method of preventing the use of objectionable books than that of greatly restricting, by means of a previous selection, the liberty of choice now exercised by head-masters, who, as a matter of fact, are fully alive to the necessity of selecting the best books available for use in their schools and are quite capable of making such selection.

SECTION XVII.—*Forms of Books, Accounts and Periodical Statements.*

130. The following books are recommended to be kept in each High English school. The forms in which these books are to be kept are given in Appendix I. All the books should be of foolscap or double foolscap size :—

A.—Attendance.

I. Admission book.
II. Register of daily attendance of pupils.
III. Abstract of the register of daily attendance.
IV. Teachers' attendance book.

B.—Accounts.

V. Fee realization book.
VI. Collection book.
VII. Cash account book.
VIII. Ditto of scholarship money.
IX. Monthly abstract of attendance and fee receipts.
X. Quarterly abstract account of receipts and disbursements.

C.—Library and Furniture.

XI. General list of library books.
XII. Classified list of library books.
XIII. Register of library books lent out.
XIV. List of furniture.

D.—Examination Results.

XV. Weekly examination result book
XVI. Annual examination and promotion book.
XVII. Test and Entrance examination result book.
XVIII. Guard book of "Cross lists."

E.—Bills, &c.

XIX. Bill copy book and acquittance rolls.
XX. Copy book of scholarship bills and scholars' receipts.
XXI. File of treasury challans.

F.—Orders.

XXII. Order book.
XXIII. Visitors' book.

G.—Correspondence.

XXIV. Copy book of letters issued.
XXV. Town delivery receipt book.
XXVI. File of circulars and important orders.
XXVII. File of ordinary letters received.

H.—Transfer Rules.

XXVIII. Copy book or counterfoil of transfer certificates issued.
XXIX. File of transfer certificates received.
XXX. File of transfer applications and guardians' letters received, with copies of orders passed thereon.

Explanatory Notes.

1. Form I.—*Admission book.*—The book should be large enough to contain entries for five years.

2. *Column* 1.—The serial number should begin from 1st April each year.

3. *Column* 3.—The age is to be put down as stated by the boy or his guardian. When the age of a boy has to be mentioned in any certificate or other paper, the words "as stated by the boy or guardian" should be added; or, if required, the age estimated by the head-master may be mentioned in addition to what it is according to the admission book.

4. *Column* 7.—A boy's guardian is his father or some other person who accepts such responsibility in regard to the boy as may be supposed to devolve on his father. When a boy comes for admission he should be presented by such guardian either personally or by letter. The progress report of the boy and other communications relating to him are to be sent to the registered guardian, who is to be regarded as the guardian for the purposes of the transfer rules, unless, for reasons satisfactory to the head-master, a change of guardians is recorded previously to the boy's applying for a transfer certificate.

5. *Column* 12.—If a boy coming for admission into a class higher than the lowest states that he had not been in any school before, the head-master should require the production of some satisfactory evidence as to the correctness of the statement.

6. Dates of withdrawal or of leaving school on passing the Entrance Examination should be noted in the column of remarks.

7. When a boy is readmitted, there should be a fresh entry in the admission book, and his previous number in the book is to be noted in the column of remarks.

8. Form II.—*Register of Daily Attendance of Pupils.*—A separate register is to be kept for each class, and the book is to be of such size as to contain entries for the whole session, commencing from the month in which promotions are given after the annual examinations. At the end of each session the registers of all the classes are to be bound together in one volume.

9. The registers are to be taken by, and kept in the custody of, the master in charge of the class, *i.e.* the master who has to teach the class in the first hour.

10. *Column* 2.—The names of the boys are to be written in the register in the same consecutive order every month. They are to be written up before the commencement of the month by the teacher in charge of the class, or by the clerk of the school, if the services of one are available for the purpose.

11. *Column* 3 —Boys absent at roll-call, which must be held immediately after the school sits, are to be marked "a," those present should be marked "p," or by simple dots. If a boy comes after roll-call, and is allowed to remain in the class, his "a" is to be changed into the word "late," which is to be counted as present. When a boy has his absence commuted into leave, either on account of sickness or for other reasons, his "a" is to be changed into "leave" or "l."

12. All applications for the commutation of absence into leave during any month should be received and disposed of before the expiry of that month, so that the entries in columns 4, 5, and 6 may be made before the beginning of the following month.

13. Form III.—*Abstract of Register of Daily Attendance.*—There is to be one abstract register for the whole school. It should be large enough to contain entries for about five years.

14. It is to be sent round to the various classes within the first hour, and the entries in it are to be made by the teachers who take the register of attendance, the column for "grand totals" being filled in, in the absence of a clerk, by the head-master, or some other teacher entrusted by him with the work.

15. It is practically difficult, and also seems unnecessary, to distinguish, as is now done in some schools, the number absent, as absent for illness, and absent with or without leave. Hence these distinctions have been omitted.

16. It is necessary that the head-master should put down his initials in the column of remarks against the entries for each day, in order that in doing so he may have an opportunity of keeping himself informed of the fluctuations in the attendance of the different classes from day to day.

17. Form IV.—*Teachers' Attendance Book.*—There is to be one teachers' attendance book for the whole school. It should be of sufficient size to contain entries for about five years.

18. It should be sent round to the different teachers immediately after the school sits. Each teacher is to put down each day his hour of attendance on that day and his hour of departure on the preceding working day. The book should then be brought to the head-master, who, in addition to filling in his own columns, should put down his initials at the end of each day's entries, to attest the correctness of those entries, also in order that any irregularity on the part of any teacher may immediately be noticed by him.

19. If any teacher has to remain at school on duty out of school hours, such hours of extra work may be included in the entries in the teachers' attendance book.

20. Whenever any teacher is absent on any day either on leave or otherwise, the fact is to be noted down in the column for that teacher by the head-master on that day.

21. If the school does not sit for the prescribed number of hours, or if any teacher is absent from school on duty on any day, the particulars are to be noted in the column of remarks.

22. Form V.—*Fee Realization Book.*—This book is to be of the same size and should be written up in the same manner as the register of attendance for the several classes, and should be similarly bound together at the end of the session.

23. The names of the pupils in this book should be written in the same order as in the register of attendance. Columns 1 to 10 should be filled up before the beginning of the month, and columns 11 to 16 are to be filled in at the time of payment.

24. If there be any case of absence in the previous month for which fine has been entered in column 5, but which subsequently to such entry is commuted into leave, the case is to be treated as one of remission of fine. In case a boy leaves school on payment of transfer fee, the amount is to be entered in column 17 when paid.

25. In cases where, on account of a vacation or some such reason, the fees for two or more months are taken together, the entire amount of dues for those months is to be entered in column 4 for the month in which the fees are taken, the entries in columns 11 to 15, for realization, being made accordingly. A note in explanation of the fact is to be made under the column of remarks. The name of the month in the top heading is not to be changed into "for the months of ———— and ————" because when the realizations are made in one month the form properly belongs to that particular month, irrespective of the other months for which the fees may be realized in that month. The forms for those other months are to remain blank with an explanatory note.

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26. A similar procedure is to be adopted in the case of realization of fees for several months together in advance from candidates sent up to the Entrance Examination. A note explanatory of the fact is to be made under the column of remarks against the name of each of the candidates.

27. Form VI.—*Collection Book.*—This book is intended to contain a record of the delivery, either to the head-master or the school clerk, of the amounts of fees and fines collected by the different class teachers on each day, such delivery being made as soon as the collections for each day are finished. This book will therefore not be necessary where the fees and fines are collected either by a clerk or by the head-master himself.

28. The total of the collection book for each day is to be entered in the cash account book as the collection for that day.

29. Form VII.—*Cash Account Book.*—All moneys received or disbursed on acccount of the school, except stipends of scholarship-holders, for which there is to be a separate account, are to be entered in this book

30. All moneys received from the treasury should be entered as receipts, and all moneys remitted to the treasury should be entered as disbursements. No money actually received or disbursed on any day should be entered in the cash account book for any other day.

31. As a rule all collections from fees and fines should be remitted to the treasury as soon as possible. But too frequent remittances in very small sums should be avoided, the head-master exercising his discretion in the matter. If possible, no money should be kept in hand at the close of any month.

32. When, on account of a vacation or other reasons, fees are not realized or payments made in any month, the cash account for that month will necessarily have no entries made in it, except that the balance of the previous month is to be "brought forward" and "carried over" to the succeeding month.

33. The daily balance is to be initialled by the head-master to indicate that he is responsible for the safe custody of the amount, whether he keeps it himself or makes it over to somebody else.

34. The monthly totals of receipts and disbursements, as well as the balance at the end of the month (if any), are to be written in words and attested by the signature of the head-master.

35. Form VIII.—*Cash Account Book of Scholarship Money.*—In the column of receipts of this book are to be entered not only the amounts of scholarship bills cashed, but also donations from private parties on account of scholarships, prizes, &c. Such balance as may remain in hand on account of private scholarships, or delay in laying out donations received for prizes, &c., should be deposited in the Savings Bank as prize and scholarship fund of the school concerned, the head-master being *ex-officio* manager of the fund.

36. The reason why these moneys are to be entered in a separate book, instead of the general cash account, is that they do not form part of the regular income and expenditure of the school, and if shown along with that income and expenditure the real financial condition of the school would be partially obscured.

37. Form IX.—*Monthly Abstract Register.*—The abstract account now prescribed for zillah schools is a quarterly form; but certain practical difficulties are felt in its preparation, and it is desirable that the condition of each school should be known at the end of each month. Hence a monthly abstract is recommended.

38. For the method of finding average roll number, &c., see the rules under Section XV.

39. This statement is to be prepared immediately on the expiry of each month, a copy of it being sent to the Inspector of Schools or other authority.

40. Form X.—*Abstract Account Current* (*quarterly*).—This statement does not seem to be necessary for schools other than Government schools.

41. If in any month there is a deduction in the moulvi's pay, there should be a proportionate reduction in the amount debitable to the Mohsin Fund, that is to be entered on the receipt side of the quarterly abstract account.

42. The Government assignment, and the contribution from the Mohsin Fund for moulvi's pay, are to be credited for three months, even when payments are made for only two months within a quarter, and for four months, within the next quarter, as sometimes happens on account of a vacation.

43. If there be a deduction in the moulvi's pay for the month for which the amount debitable to the Mohsin Fund is credited in advance in the quarterly account as above, then there should be a proportionate reduction in the amount debitable to the Mohsin Fund to be entered in the next quarterly abstract account; or if the deducted pay of the moulvi is paid in some subsequent quarter, then the proportionate reduction is to be made in the amount entered for the quarter in which the deducted pay of the moulvi is actually paid.

44. Form XI.—*General List of Library Books.*—Each volume of the books in the library is to have a separate number. When there are more than one copy of the same book, each copy is to have a separate number, except in the case of very small pamphlets, all the copies of which may be tied-up together and treated as one volume, the number of copies being entered against the name of the book

45. When any library book is lost or destroyed, a remark to that effect should be entered against its name in the list, and the entry should be signed and dated by the head-master.

46. As this list is to be a permanent record, it should be written in a strongly bound book of stout paper of foolscap size.

47. Form XII.—*Classified List of Library Books.*—In the first page of this register there should be a table of contents showing (1) the index letter (A, B, C, &c.) assigned to each subject, (2) the subject, and (3) the page of the list at which each subject begins.

48. After all the books in each subject are entered, some blank space is to be left for making additions until the next edition of the list is printed.

49. If the books relating to the different subjects of the Classified List are kept in separate almirahs or shelves, the books should have the Index letter of subject, and the serial nuffiber of the Classified List, marked on them; and they should be arranged according to the serial number of the Classified List. But if they are arranged according to the General List, without reference to subjects, they should have the serial number of the General List marked on them.

50. Form XIII.—*Register of Books lent out*—The serial number of issue (column 2) is intended to show the number of books taken out of the library. The number should begin from 1st April each year.

51 No book newly received is to be given out until it has been duly entered in the general and classified library lists; nor should any book be issued without its being entered in the loan register and a voucher obtained for it, either in the shape of signature in the register, of the person who takes the book, or a letter from the party to whom the book is issued. But books taken out by teachers for reference during school hours, and returned during the same day, need not be entered in this register. Books of reference are not to be taken out of the school except with the special permission of the head-master.

52. Form XIV.—*List of furniture.*—A list of all the furniture belonging to the school should be drawn up on the 1st April each year, the additions and losses being recorded from time to time as they occur, till the end of the official year. As this register is to be a permanent record, it should be made of thick paper of foolscap size and strongly bound, so as to last for several years.

53. Form XV.—*Results of weekly examinations.*—There should be one book for the weekly examination results of all the classes. The book should be large enough to hold entries for about five years.

54. Forms XVI and XVII.—*Results of the Annual Examinations and of the Test and Entrance Examinations.*—The results of the Test and Entrance examinations of the students of the 1st class, and of the annual examinations of the other classes, should be kept in the same book, which should be large enough to serve for about five years.

55. The results of the Test and Entrance examinations for as many previous years as may be available should be entered at the beginning of the book.

56. The names (if possible the signatures) and designations of the different teachers who have had charge of teaching the various subjects in the 1st class, the subject taught by each, as also the period for which he had charge of teaching those subjects during the session, should be put down in the column of remarks.

57. Form XVIII.—*Guard Book of "Cross Lists."*—All the printed slips showing the result of the Entrance examination received from the Registrar's office should be regularly filed in a guard book. The slips for previous years should also be consecutively pasted at the beginning of the book.

58. Form XIX.—*Bill Copy Book.*—The bills for establishment, contingencies, or grant-in-aid have to be drawn on printed forms in the case of Government and grant-in-aid schools. Copies of such bills are to be kept in this book. Copies of leave statements should also be kept along with those of the bills.

59. The receipts of the teachers and servants are to be taken in the copy of the establishment bill, a column being added for the purpose. A receipt stamp is to be used in case of each payment of more than Rs 20.

60. The date of encashment of each bill should be noted at the bottom of its copy in this book.

61. The book should be large enough to contain entries for about five years.

62. Form XX.—*Copy Book of Scholarship Bills.*—The receipts of the scholars are to be taken in the copy book of the bill, an additional column being provided for the purpose.

63. The scholars should write in words (in the vernacular if necessary) the amount they receive and the date of receipt.

64. The book should be large enough to contain entries for about five years.

65. Form XXI.—*File of Treasury Challans.*—The challans should be filed in consecutive order for convenience of comparison with the cash account. In the case of grant-in-aid schools, the treasury challans will be replaced by such *receipts* as the head-master may receive from the Secretary for the amounts made over to him from the daily collections.

66. Form XXII.—*Order Book.*—This book is intended for the entry of orders by the head-master, and of extracts of such orders from superior authorities as it may be thought desirable for all the teachers and boys to be acquainted with.

67. Form XXIII.—*Visitors' Book.*—The visitors' book is a very important document, exhibiting the history of the school for long periods. It should therefore be of a lasting character, made of stout paper of foolscap size, and strongly bound. It should contain a sufficient number of pages to last for about ten years, and the pages should be numbered.

68. Previous Visitors' books should be carefully bound up and placed among the old records after being entered in the library lists.

69. Orders by the Secretaries or managers of aided schools should be recorded in the visitors' book.

70. Copies of all remarks made in the visitors' book should be sent on to superior authorities without delay.

APPENDIX I.

FORMS OF BOOKS, ACCOUNTS, AND PERIODICAL STATEMENTS.

HIGH SCHOOL FORM I. _____ SCHOOL.

Admission Register for the year 18

1	2	3	4	5	6			7	8	9	10	11	12	13	14
					RESIDENCE.										
Serial number.	Name of pupil.	Age in years and months, as stated by the pupil or his guardian.	Father's name.	Caste or creed.	Village.	Thána.	Zillah.	Guardian's name.	Guardian's address.	Name of school (if any) the pupil comes from.	Whether transfer certificate and guardian's authority received or not.	Date of admission.	Class in which admitted.	Admission, re-admission, or arrear fees.	REMARKS.

HIGH SCHOOL FORM II. SCHOOL.

Register of attendance of the pupils of the _____ *class for the month of* _____ 18 .

1	2	3																															4	5	6	7
		Days of the month.																																		
Serial number.	Names of pupils.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Number of days present.	Number of days absent on leave.	Number of days absent without leave.	REMARKS.

HIGH SCHOOL FORM III.

SCHOOL.

Abstract of the Register of Daily Attendance of Pupils *for the month of* 18

Date.	1st Class.			Class.			Class.			Class.			Class.			Class.			Class.			Class.			Class.			Class.			Class.			Class.			Grand Total.			Remarks.
	No. present.	No. absent.	Total on roll.	No. present.	No absent.	Total on roll.	No. present.	No. absent.	Total on roll.	No. present.	No. absent.	Total on roll.	No. present	No. absent.	Total on roll	No. present.	No. absent.	Total on roll.	No. present.	No. absent.	Total on roll.	No. present.	No. absent.	Total on roll.	No. present.	No. absent.	Total on roll.	No. present.	No. absent.	Total on roll.	No. present.	No. absent.	Total on roll.	No. present.	No. absent.	Total on roll.	No. present.	No. absent.	Total on roll.	
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29																																								
30																																								
31																																								
Average roll number																																								
Average daily attendance																																								
Percentage of attendance																																								

HIGH SCHOOL FORM IV. SCHOOL.

Register of Attendance of the Teachers *for the month of* 18 .

Date.	HEAD MASTER.			MASTER.			MASTER.			MASTER.			MASTER.			MASTER.			MASTER.			MASTER.			MASTER.			MASTER.			Initials of the Head Master.
	Hour of attendance.	Hour of departure.	Initials	Hour of attendance.	Hour of departure	Initials.	Hour of attendance.	Hour of departure.	Initials.	Hour of attendance.	Hour of departure.	Initials.	Hour of attendance.	Hour of departure.	Initials.	Hour of attendance.	Hour of departure.	Initials.	Hour of attendance.	Hour of departure.	Initials.	Hour of attendance.	Hour of departure.	Initials.	Hour of attendance.	Hour of departure.	Initials.	Hour of attendance.	Hour of departure.	Initials.	
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HIGH SCHOOL FORM V.

SCHOOL

Fee Realization Book of the *Class for the Month of* 18

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
			FEES AND FINES DUE FOR THE MONTH.							AMOUNT COLLECTED OR WRITTEN OFF							
Serial number.	Names of pupils.	Days absent without leave in the previous month.	Fees.	Fines for absence.	Fines for misconduct.	Fines for delay in payment of fees.	Unrealized balance from last month.	Admission, readmission, and arrear fees.	TOTAL.	Amount collected.	Fines remitted.	Irrecoverable balance written off.	Amount outstanding.	Date of payment.	Initials of the collecting officer.	Transfer fees.	REMARKS.

HIGH SCHOOL FORM VI. SCHOOL.

Collection Book for the month of 18

Date.	Class.	Amount collected.		Signature of collecting officer.	Signature of officer receiving money.	Remarks.
		In figures.	In words.			

HIGH SCHOOL FORM VII. SCHOOL.

Cash Account Book for the month of 18 .

Receipts.					Disbursements.						Remarks.
Date.	Details.	Amount.	Daily total.	Total from 1st of month up to date.	Date.	Details.	Amount.	Daily Total.	Total from 1st of month up to date.	Daily Balance.	

HIGH SCHOOL FORM VIII. SCHOOL.

Cash Account Book of Scholarship Money for the month 18

Receipts.			Disbursements.					Balance in hand.	Remarks.
Date.	Details.	Amount.	Date.	Name of scholar.	Kind of scholarship	Period for which the scholarship is drawn.	Amount.		

HIGH SCHOOL FORM IX.

Monthly Abstract Register of Attendance and Fee

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	NUMBER OF PUPILS.				ATTENDANCE.			ANALYSIS OF COLUMN 5.					ANALYSIS OF COLUMN 4.		
CLASS.	Net total of last month.	Admitted during the month.	Quitted during the month.	Net total on last day of the month.	Average roll number.	Average attendance.	Percentage of attendance.	Scholarship holders.	Otherwise free students.	Mohsin students paying one-third fees.	Other students partially free.	Students paying full fees.	Students withdrawn after payment of fees.	Struck off for non-payment of fees.	Rates of fees.

Days of the month—
No. of working days.
" " Sundays.
" " other close holidays.
" " half holidays.

Number of pupils reading—
English. Persian.
Bengali. Arabic.
Sanskrit. Urdu.

SCHOOL.

Receipts for the month of 18

17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Fees and Fines due for the month.							Amounts Credited.			Balance.				
Fees.	Fines.	Unrealized balance from last month.	Admission, re-admission and arrear fees.	Transfer fees.	Due from Mohsin Fund on account of ½rd fees.	Total demand.	Amount actually collected.	Amount debitable to Mohsin Fund.	Total.	Gross balance.	Fines remitted.	Irrecoverable balance written off.	Net balance outstanding.	Remarks.

Caste and Creed of Students in Column 5.
Hindus.
Mahomedans.
Christians.
Others.

Analysis of Column 14.
Left with transfer certificates.
Dead or expelled.
Otherwise withdrawn.

Analysis of Column 18.
Fine for absence.
" " misconduct.
" " delay in payment of fees.

HIGH SCHOOL FORM X. SCHOOL.

Abstract Account Current for the quarter ending 18

Credited.				Debited.			
Portion of Government assignment payable during the quarter				Amount of establishment bills cashed during the quarter ...			
Fees and fines realized during the quarter, as per Treasury receipts attached				Amount of contingent bills cashed during the quarter ...			
Two-thirds fees of Mahomedan pupils debitable to the Mohsin Fund...				Library allowance bills cashed during the quarter ...			
Part of Moulvi's pay debitable to the Mohsin Fund ...				Prize allowance bills cashed during the quarter ...			
Portion of the allotment for municipal tax payable during the quarter				Municipal tax paid during the quarter			
Miscellaneous receipts, viz. ...							
Total ...				Total ...			
Add balance from previous quarter				Balance at the end of the quarter			
GRAND TOTAL ...				GRAND TOTAL ...			

HIGH SCHOOL FORM XI. SCHOOL.

General List of Library Books.

1	2	3	4	5	6
Serial No.	Name of book.	How obtained.	Date of receipt.	under which included.	REMARKS.

HIGH SCHOOL FORM XII. SCHOOL.

Classified List of Library Books.

Index Letter. *Name of Subject.*

1	2	3	4
Serial number.	Name of book and of the author.	Number in the General List.	REMARKS.

HIGH SCHOOL FORM XIII. SCHOOL.

Register of Library Books lent out during the year 18

Date of issue.	Serial number of issue.	Name of book.	Serial number of book.	To whom issued.	Signature.	Date of return.	REMARKS.

HIGH SCHOOL FORM XIV. SCHOOL.

List of Furniture for the year 18

1	2	3	4	5	6	7
Serial number.	Name of article.	Number.	PARTICULARS OF ARTICLES OBTAINED DURING THE YEAR.			REMARKS.
			Date.	How obtained.	Price.	

HIGH SCHOOL FORM XV. SCHOOL.

Results of the Weekly Examinations, *class, for the year* 18

No.	Names of pupils.	Dates											
		Subjectss											

HIGH SCHOOL FORM XVI. SCHOOL.

Result of the Annual Examination of the *class for the year* 18

No.	Names of pupils.	Marks.					Promotion or failure.	Remarks.

HIGH SCHOOL FORM XVII. SCHOOL.

Test and Entrance Examination Result Book for the year 18 .

Serial number.	Names of pupils.	Test Examination.						Entrance Examination.							Remarks.
		Marks.					Allowed or disallowed.	Cross marks of failure.					Division in which passed.	Scholarship obtained.	

APPENDIX II.

FORM OF PROGRESS STATEMENT (CONDUCT REGISTER) IN USE IN THE EASTERN CIRCLE.

Progress statement of student of the class of the school for the academical session commencing from 18

Month.	Number of boys in the class.	Number of working days	Number of days present	General conduct.	Progress in—					Remarks by the head-master, with his initials.	Signature of the boy's guardian.
					English.	Mathematics.	Second language	History.	Geography.		

[*See directions.*]

Directions.

1. The eleven horizontal divisions are for the 11 calendar months for which the statement will probably have to be written each year.

2. In the second column is to be mentioned the number of boys in the class on the last day of each month.

3. In the third column is to be mentioned the number of working days in the month.

4. The following rule is to be observed in filling up the column for general conduct. In the absence of any particularly noticeable bad or good characteristics such as those mentioned below, the word "fair" is to be used. The bad characteristics which are to be specially mentioned are:—insubordination, impertinence, quarrelsomeness, inattention in the class, untruthfulness, remissness in carrying out orders, and so forth. The good characteristics which are to be specially mentioned are:—promptness in obedience to orders, respect to superiors, methodical habits, cleanliness, straightforward conduct, courage, diligence in study, capacity and interest for physical exercises, general self-respect, marked sense of duty and so forth.

5. In the columns for progress in the different subjects are to be entered the words first, second, third, &c., to indicate the place occupied by the boy in the class. In cases where there have been weekly examinations, the boy's place in the class is to be calculated according to the average results of the weekly examinations. In the case of the lower classes, in which there may not be regular weekly examinations or merit registers or regular change of places, the words good, middling, or bad may be used to indicate whether the boy is among the batch of good boys consisting of about one-fourth of the number of boys in the class; or among the batch of average boys (consisting of about one-half of the number of boys in the class), or among the batch of bad boys consisting of the remaining one-fourth of the number in the class.

6. The remarks of the head-master should indicate whether he thinks that the guardian of the boy should adopt any special measures as to what particular points in respect of the conduct of the boy at home he would like to draw the attention of the guardian.

7. The remarks of the guardian are intended to indicate what he would like to say to the head-master in regard to the boy.

8. Copies of all the entries made in the progress statements of the boys are to be kept in the school in a separate book kept for the purpose.

9. The printed statements are to remain in the custody of the boys or their guardians, and to be sent to the school at the end of each month for entries to be made for that month.

10. If a boy loses his statement, the head-master is to give him a fresh copy, charging him a small fee if necessary.

DINANATH SEN,
Offg. Inspector of Schools,
Eastern Circle.

The 12th August 1889.

H. P.—Reg. No. 5417J—228—18-4-92.